SPEECH ACTIVITIES

Formerly Debater's Magazine

SUMMER, 1951

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814 CAMPUS AVENUE
REDLANDS, CALIFORNIA

VOLUME VII

No. 2

Treatise on Need Debating

By EGBERT RAY NICHOLS

FOR a number of years, as a coach of debating in an American College, I have been interested in the changing and developing tactics of American College and High School debating. When I began my career as a college debater, the tactics, strategies, and entire theory of debate was a comparative simple affair. We had three members on a team who gave three constructive speeches and three rebuttals. As each constructive was allowed 15 minutes and each rebuttal seven, a twelve speech debate was somewhat of an ordeal looked at from these smug one hour debate tournament days. In fact, I remember quite distinctly the trimming of debate first to twelve and five minute speeches, then to two speakers on a side and to ten and five minute speeches. In the interest of thoroughness and education many of us opposed these changes, while hailing the coming brevity of debate with uncertain enthusiasm.

We realized that the changes had to be if tournaments were to succeed, and tournaments were so economically forceful, we got behind them one by one, no matter how longingly we said good bye to the good old days. Once we had time for six beautifully constructed main speeches and six rebuttals which really constituted the debate. That day is gone. With its passing, we lost the well-organized and artistically constructed main speeches, framed on such key expressions as: the proposition is expedient, economical, practicable—or the proposition is justifiable ethically and morally, inevitable economically, and practicable in application. We usually gave a speech to each topic, the first and last rebuttals summed up and enclosed the real debate in rebuttal.

When the tournament obliged us to limit debate to one hour, constructives reduced to ten minutes, and rebuttals to five, the art of writing debate speeches ceased, and extemporaneous speaking, sometimes in the form of debate gibberish, began. It was then that someone sprung need debating upon us, and it has promptly swept itself into a seemingly inevitable and undying technique.

It was to determine if possible how far this new debate technique had been enthroned among coaches and debaters that I began this survey of NEED DEBATING.

I must admit I have not received much response. I wasn't even understood. Anyone who would question this modern method of Need Debating, which really is the essence of technical debating nowadays must be crazy. Those who knew what I was trying to do even looked at me askance. What other way is there to debate? The modern generation knows none other. If a subject is dealt out to them that is not readily reducible to this type of debating, they are lost and flounder foolishly about the platform. It is inconceivable to the modern debater that any policy should be adopted unless there is a demonstrable need, an apparent and incontrovertible NEED, mind you a CRYING and IMPERATIVE NEED. As a matter of fact it is also practically inconceivable to the coach that any other reason for deciding a debate is valid.

Yet, I must say that it is done, in every legislature and in Congress, in the daily run of actual business session. Congressmen and legislators do not ask, is it needed? They do not dare to wait until a NEED becomes apparent. They find themselves deciding upon the grounds that used to be basic in American college and high school debating: justice; expediency; practicability, for these words sum up better than the term NEED, the proper motives of action. For a debater however, nowadays, when you have shown justice, you are merely showing ethical NEED; when you are showing expediency or wisdom of a policy, you are demonstrating NEED; when you have shown that a plan will be practicable or will work well, you are merely showing NEED. Now manifestly the dictionary does not uphold this definition of NEED. The debater is insisting that as far as the word NEED is concerned that we coin a new technical meaning for his benefit.

For a long time speech teachers have been arguing and discussing, and almost quarreling and fighting over debate. We have listened in the past quarter of a century to all kinds of papers and speeches telling us what is wrong with debate. Why audiences will not listen to it. Why the average student will have none of it. Why it should be kicked out of the course and the curriculum

and abandoned with grandma's rocking chair. Well, what is wrong with it? Could it be that this technical NEED Approach to all questions of policy is covering them up with technical verbiage which disgusts the listener and drives him out of the room when the NEED artists reach the platform.

Now when I sent out the following problem to the AFA Membership I fondly hoped that I would get enough response to make some points apparent that I wanted to make in this paper. I must admit that I was disappointed. The response is so slight that it proves nothing, however, in spite of the lack of a large response, there are definitely indications of distinct attitudes toward NEED Debating.

HERE IS THE PROBLEM

How would you judge this debate? What would it take to persuade you to change your decision if you were hearing and judging the actual debate?

A certain team last season presented its case as follows: We shall contend for Nationalization of Basic Industries by showing that our economic system would be improved, stabilized, and benefited. We shall pay no attention to the matter of need, for if we waited until there was a need for this action, it would be disastrous and too late for action. We realize that we have got along for 150 years without Nationalization, which seems to us to render a discussion of need beside the point. The issue is can we, by Nationalization, better the situation. We shall devote our efforts to showing that we can and should. We shall ask the Negative to meet our contentions, to answer our arguments, instead of trying to force the debate upon an issue of NEED. We believe that we as the Affirmative have the right to introduce the issue and to demand that our case be answered.

The Negative immediately took the stand that there was no need for Nationalization, refused to answer the Affirmative contentions, and spent the debate demanding that the Affirmative show a need for Nationalization.

Now the rules of debate say that the Affirmative must take the burden of proof and establish the issues. The Negative must answer them and meet the issues or show that the affirmative stand is wrong or fallacious. If the Negative does not answer the Affirmative but demands that the Affirmative answer them, the debate becomes an unsatisfactory wrangle or a stand-off. This is one of the situations that brings debate into disrepute and condemnation.

How would you decide this debate? Please explain or defend your decision or set forth upon what conditions you would vote for the opposite side from the one that you did vote for. Use the accompanying ballot to give your decision. What we are after here is this: Are the rules of debate exact and important, or are there occasions where personality, delivery, or persuasive debating should be supreme and win the decision?

The report on your views will be compiled and presented at the sectional meeting at New York.

Now this debate in itself is not important. It happens however to have been one of those held at West Point Tournament last spring between two teams which did not win the tournament. The point is that it does bring this matter of Need Debating to a focus. That is why it was seized upon to make the foundations of this paper.

Of the many replies received from coaches let us select 12. Eight voted for the affirmative, three for the negative, and one was non-commital. The vote perhaps isn't very important as it was difficult to really represent a debate in a few words for a judgment. Perhaps it is that fact which caused the response to be somewhat small. It is in the remarks that accompanied the replies that the real interest lies. It is there that we get the reflection of the trends and tendencies arising or holding the stage in modern debating.

Without naming the writers may I read some of the comments. Then may I draw some conclusions of my own to submit to you. These you may consider or reject, for the biggest conclusion that I can make is that the one certain thing is that there will always be difference of opinion over any given thing—that is why we have split decisions—and why the judges are always to blame.

No. 1 says: (he voted aff.)

Although the Affirmative foolishly said there was no Need, they spent much of their time proving that there is a Need to better a situation, and that Nationalization will do so. Therefore, they established a clear need, presumably, which the Negative, in their desire to win without meeting their opponents' arguments, ignored. I unhesitatingly vote against a team which tries to win by trick rather than persuasive reasoning.

Put this down as vote number one for Need Debating. For, evidently this writer thinks of debate in terms of need. —1

No. 2 ,

It is difficult to vote for either team. The affirmative attempts, by a trick, to bypass its obligation. The negative does not point out the affirmative contradiction, although they are right in saying the affirmative must show a need. Of course the debaters shouldn't be blamed entirely. So many of the questions are poorly done (the one this year for example). The students are forced to hunt a way out. Furthermore, what do we mean by need in the first place? We don't need autos, electric lights, telephones, etc., but we somehow feel we are better off with them. If betterment is a synonym, then the affirmative may have a point. If betterment was used merely to evade the question (as so many debaters do), then the negative is right. I vote for the negative —they seem to be the stronger of the two weaknesses.

Score Vote 2 for Need Debating.

Perhaps someone should page Noah and tell him to put betterment into his next revision as a synonym for NEED.

No. 3 Vote Neg. on debate

(1) This is obviously a poor debate. It looks as though the teams are more interested in intellectual gymnastics than in discussing the issues. Each one is attempting to stand on what are his "rights as the rules define them." In this respect the Affirmative are more guilty than the negative.

(2) The affirmative show very inadequate understanding of the place which a "need" issue may and should have in a good debate. This sounds like second string high school teams in the Class B Intramural league. (At the same time I grant there is too much of that kind of debating in colleges.)

(3) If I understand the affirma-

tive's position as stated in the summary, they are woefully weak as to any basic understanding of economic theory. They are equally weak as to any understanding of practical, contemporary economic problems.

(4) The negative may be just as weak in information and analysis as the affirmative but we cannot be sure. They, too, may not know enough about economic system to discuss it and its problems intelligently, but they may be so poorly trained in practical speaking before an audience that they stand on the "rules" and their right. They should consider the "we do not feel the aff. have established a need, but to examine their arguments let us assume for a moment that a need exists and see where their reasoning and solution takes us" approach.

(5) One of our minor problems is that we have a tournament system where we decide that these debates deserve to be judged and a winner declared. Someone needs to take these teams aside and (a) point out the absurdity of their positions—especially the affirmative, and (b) give them a taste of audience adaptation and reaction.

Score one more for Need Debating.

—3

No. 4 Votes Aff.

Considering the wording of the question, the affirmative's statement of the issue was fair, and within the limits of the question. Given a choice between showing that the U.S. should nationalize either from (1) reasons of imminent need; or reasons of desirable (and remote necessity) betterment, the Affirmative legitimately chose to defend the latter. The Negative automatically disqualified itself by not meeting the issue.

If the play is the thing in a dramatic performance, the issue is the thing in a debate.

Score 1 here for the right to avoid NEED Debating. —1

No. 5 Votes Aff.

My ballot is for the affirmative, and as long as the Negative took anything like the stand described, I can't see how I could change that vote.

What is the Negative contending anyway? Are they saying that it is not enough to prove desirability—that we must prove literal nessity? If a new tool does a job better than the old one, do I have to prove that the old one is unusuable in order to justify the use of the new? Not in the affairs of real life.

Wouldn't a case which proved that a new program would improve profits from 10% to, say 20%, be just as convincing as a case which established that a proposed policy would change a 2% loss into a 5% profit? In the second case, you could say you had proved "need"; in the first, the opposition could insist that you had proved only "desirability"—but what of it?

No, the Negative seems to me to be essentially just arguing for a trite and stereotyped and unrealistic statement of the "need" issue. I should think, on the contrary, that anything which encourages students to get away from the canned analysis and trite phrasing of the debate texts and handbooks is all to the good.

Score a second who is skeptical about need debating—2.

No. 6. For Aff.

I believe that the Affirmative has a valid contention here if they developed the case to show obvious desirability in the change advocated. In a sense, we have an inferred need developed. We may be satisfied with the status quo and in a rut until suddenly we awaken to a better way of accomplishing an end. Hence we are thus aware of the need without it having been felt previously. Furthermore, I believe the Negative was begging the question by their approach and attitude and could have adapted to the affirmative trend if they were adequately prepared on all the phases which the topic demanded. This is a prime responsibility of every debater, as exacting as it may sound.

Score another vote for Need Debating—4.

No. 7. For Aff.

Actually I doubt if there is sufficient information upon which to make a decision; the effectiveness and persuasiveness of one team might win regardless of the situation you outline. How much proof and how effective proof of the correctness of either stand would influence the decision. "Rules" alone cannot win a debate, the human element must enter in.

I decided for the affirmative on the ground that you stated that the affirmative did set out to show how conditions would be bettered under their plan and that the negative made no attack on the proposal except to uphold the status quo. I am presuming that the affirmative did show some advantages of their proposal over the status quo and that the negative did show the adequacy of the status quo.

Frankly, my decision on the basis of the facts submitted, is due to my belief that this "need" business is greatly overworked and raised to a pre-eminence it does not deserve. Nor am I so much impressed with the "rules" of debate.

It happened that only this month I judged a debate between Rutgers Affirmative and Lehigh Negative on the present college subject. The affirmative upheld a federation as the new organization and showed some advantages it would have. The negative made no attempt to show any disadvantages of the federation, merely contented themselves with defending the United Nations. In my critique, I told the negative that they had a perfect right to confine themselves to one issue, but they were under a handicap in this case by so doing. The affirmative had no trouble in showing some gains that would be made by the tighter organization of a federation; the negative could have shown even greater dangers, no doubt. Since they did not do so, they lost in my judgment.. In fact, I regard the establishing of advantages as an indirect method of establishing a "need." If those advantages were worthwhile ones, then we need them and do not get them under the status quo; if they are not worthwhile, then they are not "advantages". The two teams were about equal in evidence, in reasoning, and in delivery, so I voted for the affirmative. The negative could have won since the affirmative case had plenty of holes in it; it was up to the negative to show those weaknesses, not the judge.

Here is a strong leaner to need debating, yet a fair-minded one.. Make it 5 for Need.

No.. 8. Leans Aff.

I am afraid that I cannot cast a meaningful ballot on the basis of the information given, though I am inclined to say that the affirmative probably won the debate.

This description of the debate is a play, as the debate was before it, on the word "need." Actually, the affir-

mative did condemn (at least by implication) the present system of private ownership for its failure to reach certain desirable goals, i. e., to improve, benefit, and stabilize the economy" in the way in which nationalization could do. If the affirmative established their argument that certain desirable goals are not now being attained through private ownership, that constitutes a "need" whether either side chooses to use that term or not. In my opinion, the affirmative actually attempted to do exactly what they said they had no intention of doing. After all, "need" is not only "something wrong" but also unattained goals.

The debate decision, therefore, would hinge upon whether nationalization or private ownership offered the greater chances for success in reaching these goals. If the affirmative argued that issue (or those issues) successfully, the negative quibbled over terms, or "debate rules," I would certainly have voted for the affirmative.

Shall we say here is another advocate of need debating. Need 6.

No. 9. Aff.

Inasmuch as the Negative showed no adaptability I could not vote for them. The affirmative was risking everything on one issue. Since the negative was not willing to meet them at all upon that issue, the negative was not prepared to debate. In my opinion the object of debate is to help the listeners to decide which of two courses of action would lead to the improvement of existing conditions, not to have them gasp in amazement at the vocal flexibility, muscular coordination, etc., of the participants.

If the negative had pointed out that the affirmative admitted that there was no need and that the affirmative failed to prove the practicability of the proposal, thus failing to establish a case on two of the three traditional and essential issues, but they would meet the affirmative on their chosen ground in order to show the audience that even here the proposition was not tenable, I would have voted for the negative. Since the affirmative had the advantage of knowing in advance what they were planning on doing, I would expect them to demonstrate clear superiority on the issue they had chosen—failure to do more than win a weak advantage would result in my vote for the negative which indicated knowledge of debate technique, but was not willing to stoop to wrangling.

The rules of debate are important but not exact. Persuasive debating is supreme and should win the decision. Personality and delivery are important, but not supreme. Trickery is unethical and should be exposed—by the opposition, and by the judge.

Count 2 skeptical of Need Debate.

No. 10. Affirmative

To undertake to prove that our economic system would be improved, stabilized, and benefited would seem to constitute a reasonable burden of proof, and the establishment of this contention would seem to constitute a prima facie case.

More important, though, than "rules" is the carrying on of a debate that provides an intelligent consideration of a problem. "Reason, should come before "rules," and a team that provides a useful consideration of a topic, so long as it is pertinent, is making a contribution to both debaters and audience. In my judgment, the affirmative is meeting this test, and the negative is not. Anywhere except an intercollegiate debate tournament where some persons are far too absorbed by rules, the affirmative stand would be acceptable and seriously considered by thoughtful listeners.

Let us not think of ourselves as an indoor sport roughly comparable to football or baseball. Let us not think that we should have rules specifying whether an intellectual fair catch is legal or the number of yards to penalize a team that has its backfield in motion.

There should be only one rule: The teams should develop strong cases on the sides assigned. These cases should be intellectually honest, based upon facts and cogent reasoning, and so organized, worded, and delivered that they present the assigned half of the argument strongly. The outcome of the presentation should be better understanding of an important, timely, and debatable proposition.

Score another against the inevitability of Need debate. 4 against Need.

No. 11. Aff.

The first obligation of a negative team is to pick up the argument where the affirmative left it. It would seem that this was a poor debate because of lack of clash. The fault for this would seem to be more negative than affirmative. For that reason my vote went to the affirmative.

Score another for escape from Need Debating, making 5.

No. 12. Neg.

Number 12 is really too long to quote. It develops an answer to the affirmative position and then votes for it. The answer was a thorough, clever and straight forward case against the affirmative stand, showing why we could not abandon the present system in favor of Nationalization unless more cogent reasons than mere desirability or advantages were submitted. It was an unusual case. A kind that a clever coach can devise, but can seldom get a team clever enough to put over. It favored need debating making the final vote 7 for need and 5 against.

This substantiates the hold or ratio of hold that need debating seems to have in the present day college and high school debate world. Need looms large on the horizon of things that count in debate.

Although I find myself in the minority, and one of those who does not feel that Need Debating is particularly good debating. I do feel that it has established its importance upon the mind of the average coach and debater. The tendency to look upon all well rounded cases as simply establishing need for adoption of a policy seems to me a bit far-fetched, but after all perhaps it is only a semantic difficulty. As to the debate situation itself, I also stood affirmative. I was wrong there too, the debate was decided three to two for the Negative.

With the statement that need debating is over emphasized, I agree.

That reasoning ability is more important than rules I also agree.

That there should be a clash in a debate, and that the negative should answer affirmative argument unless they can successfully show it is beside the point, I also agree.

That unfortunate decisions, as well as unfortunate types of argument, injure debate, I most heartily agree—in fact, that is what I most wanted to point out.

That decisions will go wrong as long as people are people and people disagree, I also would like to point out.

(Turn to Page 45)

Public Relations and Forensics

By Austin J. Freeley

The first serious consideration of the necessity of a forensic public relations program came at the annual meeting of the AFA held in New York in December. The immediate incident which led to this consideration was the NCA report on contests. The first reaction of coaches in all part of the country was to rally to the cause. Offers of help were made by coaches and organizations in all parts of the nation. The mid-Western group of coaches, however, seemed to have the situation in hand.

From preliminary indications it seems likely that the NCA will be defeated. Even NCA officials are now speaking of being "premature." The AFA recognized, however, that even a decisive defeat of the present NCA attempt would not destroy the men nor the motives behind the attempt.

What hapened in the mid-West can happen elsewhere. The enemies of debate will have learned — apparently to their surprise — that debate coaches can debate. They will be better prepared another time. Unless we also are better prepared — they may succeed.

One fundamental point that emphasizes the need of a public relations program is handed to us by Prof. Fisher in his article "Why Contests in Music Speech and Arts Should Be Eliminated". After marshalling his arguments against music, speech and art contests — every one of which is equally applicable to athletics — he then makes a humble bow in the direction of the football field and the basketball court and utters this great truth — **"The American people seem to want** competitive activities, especially athletics . . ." He then proceeds to list pious reasons why "major athletic events should be regarded as wholesome entertainment **which the public demands."**

Note well the significance of these phrases **people seem to want, the public demands.** Let the people want it, let the public demand it and educators (and politicians, the businessmen, and everyone else) immediately engage in a process of "doublethink" worthy of a George Orwell character in **1984;** reverse their intellectual field entirely, disregard their previous carefully constructed "logical" arguments and with a fine burst of pedantry roll out all the old emotional stereotypes to clothe public demand with noble purpose.

Let us bear in mind these fundamental facts. **If the public wants and demands competitive speech contests, there is no power which can stop them.** Indeed, if that public demand is made known, if its pressure is felt, every interested agency will storm the bandwagon and seek to take the vanguard in the demand for more, bigger, and better speech contests.

We know competitive speech contests, and in fact the whole field of forensics, to be one of the most important and worthwhile phases of the entire educational process. Our task is simply to communicate this knowledge to the public. To communicate it to the public in such a way that they will know it, believe it, and act upon it.

Remember, the public does not demand anything until it is educated to the need for that demand.

The task before us is to analyze our public — to find out who they are; and then to reach that public.

We must contact the public constantly and on their own level and in a familiar framework.

It's not sufficient to convince debaters that debate is worthwhile — they've already seen the proof. We must sell the principal, the superintendent, the dean, the president, the trustee, and the man in the street.

We must tell him in a way that will reach him, through his regular professional journals, and through the popular press.

We must tell the public not once but a thousand times and in a thousand ways. Why do you smoke Lucky Strikes instead of Fatimas? Why did you order a Coke instead of a Moxie? Why? Because thousands of times, day in and day out, year in and year out, you have been told by every known media of communication that you wanted such and such a product.

We must operate our program exactly as we would a debate. Find the facts, organize the facts, present the facts in a way that gets across. Locate the issues, anticipate the counter arguments and beat down the opposition with sheer weight of evidence.

Let's see who are our publics:

- Our debaters
- Their families
- Their friends
- Our fellow speech teachers
- Our fellow speech administrators
- Teachers in other fields
- Educational administrators
- Higher level administration
  - Superintendents, trustees, school board members, deans, presidents
- Public officials
  - Mayors, governors, congressmen, senators
- Public figures
  - Celebrities, especially debaters who made good, anyone in the public eye
- Molders of public opinion
  - Reporters, radio commentators, editors, publishers, network officials, program directors, etc.
- People who come to speech contests
- People who don't come to speech contests
- Students in any phase of speech
- People who talk
- People who are influenced by the talk of others

How to do it:

We must find a compelling motive why each and every person in each and every one of our publics must have a vested, personal interest in seeing or supporting forensics, and in urging others to do so.

We must make debate an inherent part of the American Way of life. (it is now, but the public doesn't realize it, and hence isn't doing anything about it.) We must develop public awarness of the values of forensics to the point where to question the value of debate will be as unAmerican as to question the value of baseball.

The goals we have set for public relations to attain for forensics are

admittedly high. How are they to be attained? What is the role of the AFA Public Relations Office in this program?

First, we must realize that public relations is a long continuing job. Dramatic results are seldom attained over night, and when they are, the effect is soon lost unless there is a sustained program. We must begin quietly, surely, and with consistent application on all levels.

Second, we must remember that public relations for forensics is essentially a local job. No one but the debate coach can or will sell forensics in the community. No one else has the interest in the field nor the awareness of the problem.

The task begins with the students in the classroom, the campus publications, the gathering at the faculty club, the leaders of the community. Here the effort must be begun and must be sustained. We cannot afford to assume that a favorable climate of opinion, once achieved, is forevermore guaranteed. The history of business, for instance, is replete with firms who, coming to dominate their field, decided they were too well known to need to advertise, and faded from the picture before the onslaught of more aggressive competitors.

We must realize the very basic fact that we are competitors. We are competing for the attention and interest of our publics with scores of other agencies.

Although the problem is fundamentally a local one, a national office is necessary to supplement and complete this program. There are the national publics to be considered as well as the local publics. Some of the local publics are most effectively first contacted through national media. Certain types of media may prove more amenable to the persuasion of a national organization than to the presentations of a local organization.

One of the most vital functions of a national office is to provide a clearing house for data and information. For example: the arguments against debate that crop up from time to time on the local level are basically the same everywhere. They have been answered effectively time and again in hundreds of times and places. It might prove most worthwhile to assemble this data from all the various sources, compile it in a striking affirmative fashion, and make it available to the coaches.

This project is already underway with the encouragement of your national office.

Each institution has its local boys who made good. The debaters who earned some measure of fame and attribute much of their success to their debate training. The cases of any one institution must be limited. Why not an impressive marshalling of case histories along this line?

What is the opinion of public figures, the leaders of government, business and education on the value of debate? Whenever this writer has approached them, the answer has been favorable — you've had the same experience. Let's pool this information.

Then, how about the successful programs that now exist. We all know of a few institutions where debate is king; here adminstrations place all facilities at the disposal of debate; where student organizations recognize a debater as **per se** an important figure on campus; where the debate coach is a grand old man, almost as revered as the football coach. How do they do it?

Above all we must remember Quintillian's dictum, "the orator is a good man skilled in speaking." The work we defend and foster through our public relations program must be basically sound and fundamentally good. Housecleaning, repairs and improvements may be in order. Let these come from within the profession. Let our criticism, suggestion, and advice be friendly and confined to our own ranks that we may present a unified front to unreasoned opposition, and meet justified criticism with solid proof of continuing and continuous improvement.

In a word, the public relations program of the AFA exists to serve you, the debate coaches of the nation. We welcome your suggestions and advice. Our success can be measured only by your success.

San Francisco State College held its third annual Forensic Tourney May 11 and 12 under the management of Robert E. Preble, Don Salbert and Ann Minaker, members of the State College Speaker's Bureau which sponsors the event.

"IT'S THE LITTLE THINGS THAT COUNT"

Summary

By MALCOLM SILLARS

In the last issue of **Speech Activities** we began this new section with a discussion of definitions. In this issue I would like to mention a few things about another too often forgotten little brother in the debate family, the summary.

Sometimes debaters, in making the last point just a little bit clearer or getting in just one more contention, leave out the summary. I wish I had a nickel for every debater who, when told why he lost a debate, said, "but we said that." The sad fact is that they probably did. However, the judge, like any audience, is human. Can the speaker in public life be excused because the audience didn't listen attentively enough? No! Responsibility for communication rests primarily on the speaker. Many times lack of summary is the cause of this failure.

Should your judge miss some of what you say (put yourself in his shoes for six rounds and see if you can remember it all), the summary, properly used, gives him the total picture. He can fit your arguments together on the basis of your summary. Many of your contentions have no point except as they are linked together. The summary takes from your opposition the opportunity of attacking one of your points out of context.

Here are some rules for the summary:

1. Summarize in every speech. Let the audience know exactly how you interpret the issues before your opponent speaks.

2. Spend Sufficient time in summary. In a ten and five debate, two minutes in the constructive and one minute in the rebuttal is not too much.

3. Summarize everything up to date, not just your speech. This is especially important for the last two rebuttals. Remember you are debating as a team and the decision is rendered on the basis of your combined operation, not by two good attacks..

4. Summarize in basically the same terms that you used in the body of the speech. It is not necessary to repeat the same words that were used but you should establish a familiar word pattern for each ma-

jor issue. This makes the point easily identifiable with less explanation in the summary.

5. Know your case well and use the same number of points in the speech as in the summary. This may sound silly, but there are far too many debate teams who begin with four contentions that are divided and redivided in the debate until the summary in the rebuttal is, "In this debate the affirmative has proved eight major contentions." (I was called on this once myself).

The summary has been neglected too much by debaters. It is essential to the clarity of the case and the debate. With the proper adaptation of the five rules given above, it is possible for the debater to become more clear, and, not just incidentally, more successful.

ON NEED DEBATING

(Continued from Page 42)

Despite the fact that there is no way to make it fool-proof and get the right result in any game that depends upon people's judgment, I still love debate, and like all gamblers—take a c h a n c e with Lady Luck!

Pessimistic as the conclusion may seem, it is impossible to register a right decision always, for all of us are bound to be wrong at least part of the time.

For, when that which is perfect is come—it is the END.

Many thanks to the t w e l v e coaches for writing this paper for me.

Dr. Edwin P. Trueblood, Earlham College (Indiana), Professor of Speech and Supervisor of Athletics Emeritus, and pioneer in the field of Speech, d ed at his home on College Avenue, Richmond, Indiana, April 5, 1951. Prof. Trueblood taught public speaking, debate and oratory at Earlham College for more than fifty years. He received his Speech training at the University of Michigan under his brother, Thomas C. Trueblood

The Minnesota High schools held their annual Speech Events meet with seven contests in which 24 students placed superior out of 56 participants. Mankato high school won the largest number of points, with Litchfield second.

Western College Debate Survey*

By John Douglas Cole

This survey was undertaken to ascertain the present trend in debate activity in the Western United States. Within the scope of this study are the following states: Arizona, California, Colorado, Idaho, Montana, Nevada, Oregon, Utah and Washington. 171 institutions were polled by means of a questionnaire sent to every college, university and junior college in the aforementioned states. Of these 171 questionnaires a total of 95 was returned, or 55.88 per cent.

The Purpose of the Study

The purpose of this investigation was three-fold: (1) to examine the present debate situation in nine western states; (2) to analyze the trend of this activity, and (3) to describe and evaluate the positive and negative influences in collegiate debate activity. Whether participation in debate was keeping pace, proportionally, with the increase in student enrollment, whether budget allotments for debate activity were increasing or decreasing, per capita, and whether speech faculties were increasing proportionally with the increase in student enrollment,—such were the inquiries of this study.

Conclusions of the Study

1. Debate participation: In the junior colleges the trend of participation in debate was slightly down for the ten-year period from 1940-1949. In the early part of the decade the ratio of debaters to total student enrollment was 1 to 69.8; in the latter part of the decade the ratio was slightly greater, or 1 to 71.2.

For the colleges and universities the trend in participation was upward. In the early 1940's the ratio of debaters to total students was 1 to 721.2; but in the late 1940's the ratio was considerably lower: 1 to 437.8.

Combining the two trends in debate participation gives an indication of a definitely upward trend for the present.

2. Budget allotments: The junior college expenditures for debate activity are considerably lower than those of the senior institutions. The trend in this regard, however, is down. The average annual per debater expenditure for junior colleges in the early forties was $39.47; in the later forties, however, this figure was $38.43.

The reverse is true of the colleges and universities; the early figure for them was $64.78 per debater, and the later figure totalled $74.28.

The combined trends gives a positive indication of an upward trend in budget allotments. Whether the trend is keeping pace with the increase in cost of living is another matter, however..

3. Speech Faculties: The average number of teachers in the junior colleges whose time was devoted to speech in 1940 was 1.7; in 1949 the overall average was 2.5 teachers.

For the colleges and universities the figure in the early 1940's was 3.3; in the late 1940's that number had increased to 5.3 teachers of speech, as an average.

Miscellaneous Indications

It was interesting to note the reasons given by the institutions which did not offer any type of debate training. The following list shows the significant reasons for the exclusion of a debate program, and the pecentage offering a particular reason.

Student disinterest	30 percent
Faculty disinterest	20 percent
Overloaded Speech department	20 percent
Curricular limitations	10 percent
Objection to debate per se	20 percent

According to the institutions responding to the questionnaire, debate is still by far the major attraction at intercollegiate forensic tournaments. Extemporaneous and Discussion run debate a good second and third place, respectively, but debate is still ahead by a good 25 percent.

It was discovered that the average four-year college sends a debate squad to an intercollegiate tournament more than five times per year, and that the average tournament expenditure is $187 for an average debate squad of 16 members. The junior colleges send squads to an average of 3.9 tournaments per year, spend an average of $84.33 per tour-

(Turn to Page 50)

*A resume of a master's thesis submitted to the faculty of the University of Redlands in April, 1951 by John D. Cole. Title: "A SURVEY AND ANALYSIS OF THE TREND IN COLLEGIATE DEBATE IN THE COLLEGIATE INSTITUTIONS OF NINE WESTERN STATES."

Department of Discussion

Edited by WAYNE N. THOMPSON

THE BROADCASTER EVALUATES THE DISCUSSION TYPE PROGRAM

By CARL L. ISAACSON
Director of Radio
Idaho State College
Pocatello, Idaho

The Federal Communications Commission has regarded broadcasting as an unequaled medium for the dissemination of information and discussion of public issues. In 1946 in its report of the **Public Service Responsibility of Broadcast Licensees,** now better known as the **Blue Book,** the Commission proposed that "the carrying of programs devoted to the discussion of public issues" would be a factor given consideration in the issuing and renewing of licenses.

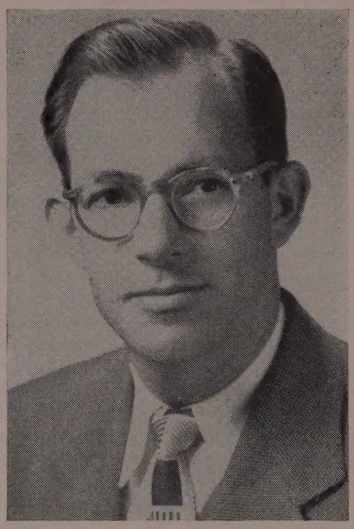
The Commission in its report admitted the complexity of the problem. They acknowledged that there might be a temptation for broadcasters to avoid as much as possible the programming of discussions of public issues over their stations and to limit their broadcasts to sheer entertainment. They went on to state, however, that "to operate in this manner, obviously, is to thwart the effectiveness of broadcasting in a democracy."

It is hardly sufficient that merely a quantity of radio discussion programs be presented. However, the qualitative factor is in the main left up to the individual broadcaster. Commissioner Durr related the feelings of the FIC in a public debate when he stated:

The Commission does not intend to decide upon the merits of any public discussion program. I think it would be concerned with the good faith of the discussions which are put on.

Hence, it can be seen that the broadcaster's attitude toward this type program is instrumental in determining the programs' quality and success. Surveys which have polled listeners and criticisms which have come from listening groups do not necessarily reflect the opinions or attitudes of the broadcaster.

This present study was undertaken as an attempt to determine the



WAYNE N. THOMPSON

status, problems and needs of the discussion type radio program from the standpoint of the small-market station broadcaster.

A total of 237 stations was covered by the survey, representing nearly all of the small-market stations in the states of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. In the main, broadcasters were extremely cooperative in supplying the information, opinions, and reactions needed to complete the study. The questionnaires which were answered and returned, represented a cross section of a geographical area which is almost half of the United States.

Of the stations covered by this survey, sixty-two per cent were affiliates of the four major networks, and the remainder independent or local network affiliates.

NO DEARTH OF PROGRAMS

This study **did not show any great lack of discussion programs, as was reported earlier by the FCC.** It is not possible to compare quantitatively the record of the broadcasters covered by this survey with any requirements set up by the FCC as they have indicated this problem to be one of the individual broadcaster. However, the over-all picture of small-market station discussion programs, as revealed by this study, indicates that the quantity of programs is perhaps satisfactory.

Eighty-five per cent of the broadcasters carried discussion type programs, with fifteen per cent indicating that they seldom, if ever, carried programs of this type. However, the over-all average was still almost four programs per week per station. Data supplied by the broadcasters gave reasonable assurance that the figures reported represented an average week's schedule.

TIME OF DAY

Various broadcast times were reported, and there was perhaps a slight tendency to shift this type program around a bit too much. In the main, broadcasters seemed to be giving good listening spots. Early evening (6:30-8:30) and mid-evening hours (8:30-10:00) were used by over half of the broadcasters. However, about twenty per cent of the broadcasters programmed their discussion type programs after ten at night. Ten per cent utilized Sundays; about the same number employed afternoon hours, and a slightly smaller number scheduled programs in late morning hours. **Many broadcasters indicated that they were designing discussions for a women's audience.**

LISTENING APPEAL

Broadcasters were asked to rate their own discussion programs. Replies were made on the basis of experience, and in many instances results of local surveys were quoted to substantiate remarks.

Approximately half of the broadcasters reported from a "good" to "high" listening audience. The remainder placed their discussion programs in a category of from "fair" to "low."

In general, it was felt that the discussion program appealed to a limited or specific audience. However, it is perhaps significant to

(Turn to Page 48)

Department of College Oratory

"ALL THAT GLITTERS"

By BILL CALDWELL
Chico State College (Calif.)

This satirical attack on a modern problem tied for a second place in the annual Pi Kappa Delta Invitational Tournament held at Pasadena City College in March 1951. The oration was entered in the junior college men's division.

I suppose that you and I, and just about every average American, like to relax in our spare time with a magazine. I know I do. Many times I don't feel like reading the articles and stories but would rather just thumb through, looking at the illustrations and advertisements. I suppose this isn't too educational but it's fun anyway. Don't you enjoy doing it?

I especially like the big full color pages. Many times I pick up a magazine and open it first to a picture of beautiful flowers such as American Beauty roses. There they are—a deep, rich, red; sparkling with droplets of dew, lying on a background of plush velvet. I turn the page and find a lovely fireside scene. A crackling fire, with glowing embers, casts purple shadows on the hearth. An elderly gentleman, a little grey around the temples, and very distinguished looking, sits reading, and looking happy and content. On the next page a curvaceous blonde, garbed in a gossamer gown, gazes at me from beneath drooping eyelashes. She is as lovely as any girl desires to be or any man desires his girl to be.

I guess all of these advertisements are familiar to you. You realize, of course, that they are liquor advertisements. This is evident by the close comparison of—well, the roses and whiskey for example. Roses connote purity, so does whiskey. The roses are clean, fresh, so is the whiskey. Roses have a wonderful odor, so does the whiskey.

The man of distinction in the fireside scene reminds me of a true incident told me by a friend. It seems that an amateur photographer took a picture of a ragged old man who had passed out from too much to drink. The man was in a terrible condition. He was dirty. His clothes were tattered and his cheek was bleeding from a wound he received when he fell into the gutter. He was clutching a bottle of a well-known brand of liquor in his scrawny fingers. The picture was going to be published in a national photo magazine but one thing was wrong. The label on the bottle was as clear as day. The manufacturers of the contents of the bottle threatened to sue because the photograph insinuated that their beverage was intoxicating. I wonder what would happen if that photo were printed in a magazine in full color with the caption over it—'men of distinction prefer. . .'

The cocktail held daintily by the beautiful girl must be the reason for her beauty if one believes the inscription under the picture. I can remember seeing a girl once who could have been just as beautiful. I was on my way home one night from visiting a friend in a nearby town when I saw several cars stopped ahead of me and a man waving a flashlight. I pulled to a stop and found that there was a wreck. The ambulance had just arrived and the attendants were putting a young girl on a stretcher. She had beautiful blonde hair—but her face! There was a gash from the corner of her mouth to her ear, and a large portion of the ear was clipped off. One eye was swollen shut. She was unconscious, and as they lifted her, bits of glass sparkled like diamonds in her hair. She had been drinking and so had the driver of the car. He was dead.

She had once been beautiful—like the girl in the advertisement. I've often wondered how she looked when the bandages were removed.

Liquor advertising isn't limited to just magazines, however. I think that some of the best examples of harmony that I have heard recently are in the singing commercials, such as "Take it Easy, Take it light, with the beer that tastes just right'—'Say it again, Virginia Dare'—and 'Burgemeister, Burgemeister, it's so light and golden clear.'

Large liquor corporations are civic-minded, too. They sponsor broadcasts of boxing matches, baseball games, and many hours of recorded popular music. But I know a city police chief who went to Sacramento to try to have a tax placed on liquor that would provide farms to take care of the alcoholics or "winos" and thereby take the load from the city, county, and state governments. He was turned down flatly, of course. But I believe that when the liquor industry feels that there are enough "winos" to warrant the tax, they will willingly submit to it. The number of alcoholics is growing every day and so the liquor industry is making more and more money. It is only proper that since liquor produces the alcoholic, it should take care of him when he can no longer take care of himself.

Now don't think I'm condemning liquor advertisers. On the contrary, I admire them a great deal. They are certainly succeeding in the vocation they have chosen. Every day more young people are being deceived by them. Young college students—away from home and mother's apron strings for the first time, are quite gullible. I have heard recently of a candidate for a student body office who gave away free beer at vote-getting rallies.

Another evidence of how much liquor advertising has accomplished is the growing number of women who drink. A few years ago women wouldn't drink at all, much less go into a bar. Now we find women running in and out of bars all the time. Some buzz around the cocktail lounges so much that they earn the title of 'bar-flies.'

Daily, more recruits are made, to keep the liquor flowing and the money pouring in. In 1947, our nation spent over nine million dollars for alcoholic beverages. This is more than was spent for medical services and public education combined. Medical services and public education are needed much more by our nation than is liquor, so you see what a tremendous task has been achieved by the industry. Do you think you could pull the wool over the eyes of an entire nation?

Liquor advertisers must have a wide background of psychology. They have to know what people think and like, and with what they

like to associate themselves. Vanity, vanity, all is vanity, but still women want to be beautiful and men want to be distinguished. They want to be accepted socially, so they want to do the smart thing. Appeals of this kind are being thrown at us from the radio, the movies, the magazines, the billboards all the time. There is a saying that if you tell a big enough lie often enough, people will believe you. This is a principle of propoganda. This is a principle that has been mastered by our liquor advertisers. I believe that the great communist propogandists would be proud to have them in their ranks.

It is quite obvious that if the truth were told in the advertisements, liquor sales would seriously drop off. If we saw the automobile wrecks, if we saw the wasted lives, if we saw the alcoholics in the insane asylums, if we read of all the crimes, the broken homes, and tragedies of life brought on by liquor, we would shudder at the thought of alcohol. But liquor advertisers don't show us these things. Instead, we see beautiful flowers, distinguished gentlemen, and lovely ladies. But remember that old saying 'All that glitters. . .'

So I say, let us congratulate the liquor advertisers. We should be proud of them. They are the greatest in their field. They have deceived even our whole nation.

BROADCASTER EVALUATES DISCUSSION

(Continued from Page 46

note that **nearly all of the broadcasters who reported a "high" listening audience also reported that they geared their programs to the local listening level.**

GROUPS MOST ACTIVE

Educational and civic groups seemed to be most active in presenting discussions. The Chamber of Commerce was listed most often among civic groups. Governmental organizations, such as the Veteran's Administration and the Office of Internal Revenue, often presented this type of program. Among Women's Clubs the League of Women Voters was most active. In the various groups designated as service organizations, the Rotary Club was mentioned most often. Other groups which were active in the discussion of public issues were the Parent and Teacher Association, the Red Cross, youth organizations, such as the Boy Scouts, and various religious and political organizations. A few stations used their own staff in presenting discussion type programs. It was found that the initiative in stirring up interest was more often taken by the group itself than by the station.

REGULAR SERIES PRESENTED

Sixty-four per cent of the broadcasters reported that discussion programs were **most often presented in series.** They usually retained the same moderator or leader, but not the same participants. A member of the station often acted as moderator. One third of these series ran for a year or better, with others reporting anywhere from five to twenty-six weeks. Fifteen minutes was the most popular program length.

GREATEST DEFICIENCIES

Broadcasters' opinions reflected that the most frequent reasons for discontinuing the discussion type program were **apathy on the part of the group, lack of preparation,** and **lack of radio "know how."** Other significant causes were lack of station personnel and time, making room for a commercial show, and lack of promotion.

CHOOSING PARTICIPANTS

With suggestions often being given by the station, most groups selected their own participants on the basis of knowledge of the subject at hand. Broadcasters in general seemed to feel that the voice factor in selecting participants was over rated. As expressed by one program manager. "We'll use Gravel Gertie if she knows what she's talking about."

HANDBOOK MIGHT SERVE A NEED

Eighty-seven per cent of the broadcasters felt that a basic handbook on techniques for radio discussion would serve a useful purpose. Comments indicated that such a handbook should be designed specifically for the local group, that it should be concise, basic, easy to read, and inexpensive.

DISCUSSION PROGRAM DIRECTOR

Most broadcasters didn't approve of the idea of a discussion program director who would handle all such programs but who would be paid by the community, college, or chamber of commerce. Comments indicated that salary, responsibility, and politics might constitute obstacles too great to overcome.

HOW EDUCATIONAL?

Program directors felt in general that this type of program should be designed to have educational value. Ways suggested for increasing listening appeal were many and varied. There was little agreement on the degree and methods of showmanship most desirable.

WHY CARRY DISCUSSION PROGRAMS-

Stations considered that the building of good will for the station and their obligation toward civic service programming were the most important reason for this type program. Some discussion programs seemed motivated by genuine community interest, whereas others were considered as necessary evils, or as mere obligations to the FCC.

SHOULD DISCUSSIONS BE CONTROVERSIAL?

Many of the topics listed were certainly controversial in nature, and, in the main, broadcasters agreed that a radio station should be a sounding board for local controversial issues.

COMMERCIALLY SOUND

Nearly all broadcasters reported that the discussion type program was sustaining but that it might be commercially sound.

CONCLUSION

From this study it can first be noted that the FCC considers the discussion program a desirable and necessary responsibility of a station's broadcast schedule from the standpoint of airing public issues. In the main the broadcasters have accepted this responsibility and seem to be doing a better job than the FCC reports.

It is evident that broadcasters **can,** and in many cases **have** built large listening audiences for the discussion program.

In the author's analysis of the comments volunteered by the broadcasting personnel it was found that several factors should be considered in building the successful discussion program in a small market station.

(Turn to Page 50)

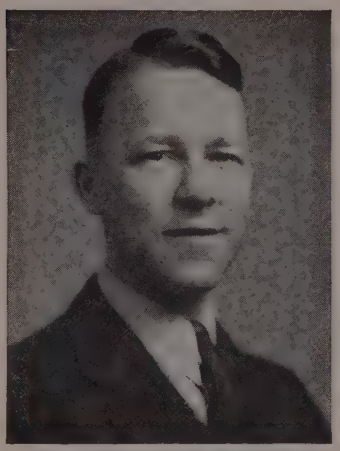
High School Debate Handbook

Edited by HUGO E. HELLMAN

CONSCRIPTION

The proposition is "Resolved: That every American Citizen should be subject to conscription for essential service in time of war." Your job is to prepare yourself to debate this question, on one side, or the other, or both. The first step in that preparation is to learn what the proposition means. In debate we talk too much about defining the terms and not enough about interpreting the proposition. A mere definition of the terms does not give you the kind of thorough understanding that is needed to debate a proposition intelligently because the real meaning and interpretation of a proposition cannot usually be arrived at merely by defining the terms. To attempt to arrive at an understanding of the proposition in this way is very much like attempting to arrive at an understanding of an automobile by describing each of the parts that make it up. For the purpose of the debate the important thing is what you get when you add up your definitions to arrive at an interpretation and an understanding of the whole.

EVERY AMERICAN CITIZEN—The term "every American citizen" here means every man, woman, and child in the United States and its possessions. At first glance there may be some question of whether or not the term "citizen" refers only to those who have attained the age of 21, but this of course is not true. Anyone born or naturalized in the United States is a citizen regardless of his age. Age 21 is merely the time when certain rights, duties, and responsibilities of citizenship begin to apply. The question might be raised as to whether or not someone who through a criminal act or for another reason has had his rights of citizenship taken away would be included in this term. We would be inclined to say yes, unless the citizenship itself were taken away. The criminal who has lost his rights of citizenship is still a citizen in the sense that he is still subject to the laws of the United States and would therefore still be subject to conscription.



HUGO E. HELLMAN

"SHOULD" This "should" in the proposition makes it a matter of policy and not of fact, which translated from debate jargon into English means that the thing **should be done**— not that it **will be done.** The affirmative has no obligation to prove that a universal conscription law will be enacted, and even if they did prove that it will be (by the next Congress) they may have made a point but they have not established the case. And, on the other hand, the negative has no obligation to prove that universal conscription is unacceptable to the American people or will never be accepted by them. That they **should** accept it is the affirmative contention — that they **should not** accept is the negative proposition and what they actually will do, or want to do, may have little to do with it. This is just another way of saying that the people could be wrong, might be in error— or, as Lincoln said: "might all be fooled some of the time."

The debater who is tempted to quote a public opinion poll to the effect that 51 or 62 per cent of the American people favor or oppose universal conscription should be reminded of the negative debater in the medieval university debating the question "Resolved that the world is round." He cited incontrovertible evidence to show that 99 and 44/100% of the people believed that the world was flat.

SUBJECT To be "subject to" according to Webster means "under the power or dominion of." It also means "exposed to" or liable to" or disposed to." The framers of the proposition use the words here to achieve a very special meaning. Without the insertion of the phrase "subject to" in the proposition the proposal would simply have called for conscripting everybody in time of war. Without the phrase the proposition would have been "Resolved that every American citizen should be conscripted in time of war." This obviously would be an impossible proposition for the affirmative particularly when you recall that men, women and children of all ages are included. Further light on the meaning of "subject to" will be shed below when we couple the phrase with the term "conscription."

CONSCRIPTION Conscription according to Webster means a compulsory enrollment of men for military or naval service. In the accurate dictionary definition of the word therefore, you really cannot "conscript" for "essential services" as the proposition has it. When you "conscript" you do it for military and naval service only. It follows therefore that (1) either you assume that essential service means naval and military service or (2) you attach a diferent meaning to the term "conscription." Which of the two courses is the proper one to follow will be clear when we have defined "essential services."

ESSENTIAL SERVICES Services are simply the things people do, like work. Essential services, according to the dictionary, are those that are "important in the highest degree" or indispensable." Perhaps the nearest synonym we have for "essential" in the sense that it is used here is the word "necessary." We are talking here about the "necessary services" in time of war. The "essential services in any operation are those that must be carried out if the objective of the operation is to be achieved. The objective of war is either survival or conquest. Since, from our standpoint at least, we

would not be fighting a war of conquest, under any circumstances, we may presume that the objective of any war we might wage would be our national survival and from this go on to conclude that "essential services" would be any work that had to be done to insure the survival of our country in the event of war. Essential services may therefore be defined as the tasks that must be done if the war is to be successfully prosecuted and the nation is to survive.

Here again the definition is easy but the interpretation and the precise application in specific instances presents some difficulty. All of us remember how during the last war we had "perfumes for morale" and "furs for morale" and since morale was essential to victory the business of making perfumes and furs were classified as essential industries. During the past year the brewing industry has been running full-page ads on a national scale arguing the value of beer to the mobilization effort and presumably this is directed toward having the breweries declared essential industries.

All of this suggests that two teams of debaters could spend 2/3 of a debate quibbling about whether or not this or that or the other is an essential industry and this of course would be a piece of folly and a waste of time. The affirmative and negative should agree that there are certain industries that are obviously essential such as those directly engaged in the preparation of materials for the prosecution of the war and those engaged in the production of those things necessary for those on the home front who must eat and live and move about if war production is to be maintained. The fact that anything and ultimately everything may be declared essential is a difficulty which may be cited by the negative for what it is worth but it is not a difficulty of sufficient size and importance to stake a whole negative case on it.

The proper solution seems to be to define essential services as we have defined them above and to leave the specific application of the definition to the war. Normally this would mean the executive branch of the government more particularly the President as the commander in chief, with the Secretary of Defense, the Defense mobilization boss and the Army and Navy. In other words then whether or not perfume, fur, or beer is produced in an essential industry, and whether or not people are to be conscripted for their production will be a matter for executive decision.

IN TIME OF WAR Time was when "war time" had a rather definite meaning in America. We were at war from the time that Congress declared war until the peace treaties were signed. Today it is rather hard to tell. This is particularly true in view of the fact that treaties of peace with most of our enemies from the last war have not yet been signed and at the same time we are at the moment going through all of the motions that would seem to indicate a war aganist one of our allies of the last war against whom Congress has not declared war. How then are we to define "in time of war." It would seem that the purposes of debating this proposition would be best served if we said simply that "a time of war" is that time when the Congress of the United States declares that a state of war exists. In any case we shall probably know very well when we are really in an all out war with a major enemy and there will be no question then. If it happens that we move progressively into a conflict of greater and greater extent then by this definition we are saying that the Congress can declare a state of war existing at that point when the benefits of this conscription proposal are needed.

THE REAL MEANING Our question then is whether or not we should make every man, woman, and child in America available on call to the Commander in chief for tasks necessary to the prosecution of a war in such times when the state of war exists.

The above sheds some light on the precise meaning of our proposition but it is probably much more useful to the debater to know what this proposal means to all practical purposes. It means first of all making all of the available manpower (and womanpower and childpower) available to the government in time of war. Under the present laws the manpower of the country is available to the government only in terms of the draft laws enacted from time to time by Congress. You will recall the lengthy debate in Congress in the spring of 1951 on whether or not the draft age should be lowered to 18. This is an example of how the present system operates. The principle is that only those whom the Congress decides upon may be called up. From the standpoint of the Congressional Debate this is a proposal to lower the draft age to zero and raise it to 100. It is a proposal to place everyone at the immediate disposal of his country in time of need. As such it is a proposal fraught with great consequences and as such should be productive of many interesting debates.

WESTERN DEBATE SURVEY

(Continued from Page 45)

ney on an average squad of 6.3 debaters.

There appeared to be no significant relationship between a successful debate program and intra-mural debate contests. But it was discovered that debate trained instructors, regular annual budget allotments, few restrictions on the availability of the activity and a regularly established teaching-load-credit given for debate instruction seemed to have a positive influence on successful debate activity.

Over 90 percent of the schools offering debate training make it available for academic credit.

Of the 95 institutions responding, 62 said that they offered some type of debate training; 33 said that there was no training available.

In general, the outcome of this investigation showed the trend in debate activity to be definitely upward. Participation is keeping pace with increased enrollment, budget allotments are increasing, and speech departments are being expanded.

BROADCASTER EVALUATES DISCUSSION

(Continued from Page 48)

First: **Local** controversial issues should receive the emphasis.

Second: Basic radio techniques are necessary by at least the moderator of the program.

Third: Showmanship should receive attention first. Let education come as a by product of a well built show.

Bo Jantzen of the S. C. Debate Squad is fast gaining recognition as a Service Club Speaker in Southern California.

Introducing Ottawa University, Alpha Chapter of Pi Kappa Delta

On a mid-western college campus in 1913, Pi Kappa Delta came into being after years of planning. The mother chapter of the now strong, nation-wide organization is still at Ottawa University, Ottawa, Kansas.

The idea for a forensic fraternity germinated during 1909-1911. Dr. E. R. Nichols, then head of the English department and now at Redlands University as head of the Speech department, and a few of his students gave the first impetus to the movement. John A. Shields, Seymour, Indiana, carried on after Dr. Nichols left. As a result, Pi Kappa Delta was formally established in 1913.

Ottawans have immense pride in their possession of the mother chapter. So it is not surprising that speech activities hold a prominent place in student and administration interest.

Debate, oratory, and other public speech activities have an emphasis. Through the years the debaters have made their ability effective in the mid-west.

It is not a static program. It has changed with the times. Two of the current speech activities are radio and speech correction.

Students operate KTJO and KTJO-FM. Broadcasting sixteen hours a week, they need and get services of many students. The station is thus a broad channel for speech training.

Prof. Dale Purcell, head of the speech department, has led out in speech correction work. He and his students have a clinic, supported by local organizations, in connection with the public schools. The community of 10,000 is amazed at some of the results achieved.

University development is not limited to speech affairs. Under the able direction of Dr. Andrew B. Martin, president, a divisional plan of general education and specialization has been instituted.

There are seven divisions:

1. Natural Sciences and Mathematics
2. Physical Education and Recreation
3. Mind, Personality, and Education;
4. Social Sciences
5. Language, Literature, and Speech
6. Fine Arts
7. Religion and Philosophy

Students are required to pass general examinations in each of the divisions. General understanding is the objective. Students may take courses in the various divisions or prepare for the examinations on their own.

A student may major in a department of any division. In his senior year he must take a comprehensive examination over the area of concentration.

The broad base of general education with the spear of specialization pointing to professional endea-

Dr. Andrew B. Martin has been president of Ottawa since 1935. During his 15 years tenure he has led in establishing a new curriculum of general education and specialization. Born in Ireland and educated in America, he has a keen sense of humor and deep understanding of young people. The sound program he has established at Ottawa has marked him as one of the educational leaders in the middle-west.

vor makes for balanced individual development.

Ottawa is beautifully located. Easterners looking for barren plains in Kansas are surprised to find a wooded campus with well groomed lawns. The city of Ottawa itself is a clean, home-like community. The relationship of the college and the town is excellent.

Old Tauy Jones hall, erected four years after the college's founding in 1865, is the sentimental favorite on the campus. The college has kept pace in building construction and now boasts eight buildings on campus and four off campus in addition to FPHA apartments and dormitories.

The two newest structures were completed in 1948—a beautiful residence hall for women, and Wilson Field House. A current financial program envisions further academic and physical developments during the next few years.

In that program there will be no relaxing on forensic activity. President Martin is well aware of its values. One alumnus, now a corporation executive, recently wrote, "In the rough and tumble work in labor relationships, I am thankful that I had debating at O. U. I can put my ideas across dynamically because I learned how to express myself in college."

The roster of Ottawa's forensic stars is a long one for it goes back many years. In addition to being prominent in the organization and beginnings of Pi Kappa Delta, the National Forensic Honor Society, Ottawa has been a leader among Kansas colleges in Oratory and Debate for over half a century. Few middle western colleges have a more significant forensic record to maintain. Ottawa has sent a debate team only once to the National Debate Meet that West Point has been developing but in this one attempt reached the semi-finals, an enviable position among the nation's best thirty-four teams.

Pacific Lutheran College reports that their squad of 40 students won 31 firsts, 7 sweepstakes awards during the past season. Mary Larson, Jon Ericson, and Bill Ricks were the outstanding point winners of the squad. Prof. Vernon Utzinger, formerly of Carroll College, Wisconsin, has recently joined the Speech staff at Pacific Lutheran.

Ward Science hall, named for a "grand old man" of the early college days, is a building of spacious, well equipped laboratories. From the small college in Kansas have gone hundreds of men who now hold important places in the world of science.

Radio students develop through broadcasting over KTJO and KTJO-FM. A student board controls activities and all broadcasts are handled by students with help from faculty sponsors. Electronics students built much of the equipment and do all the engineering and maintenance work.

Prof. Dale Purcell and one of his students in the speech correction institute work with a youngster handicapped by a vocal difficulty. Local civic clubs have joined in paying for much of the clinic expenses.

Prof. Dale Purcell and a group of Ottawa University debaters pause before leaving on a debate trip. Debate is big winter interest in the midwest; so the Ottawans find plenty of competition. Usually they match wits with opponents in Kansas, Nebraska, Missouri, Iowa, and Oklahoma. Frequently, they go further afield for meets such as the West Point invitational two years ago.

This $500,000 residence hall at Ottawa University was completed in 1948. It is called one of the finest student residences in the nation. 105 women live in its six units.

Dramatics students last year presented "The Night of January 16th." This is one of the scenes in the unusual play. In order to make it realistic, students produced it in the Franklin county court room at Ottawa.

NEWS NOTES AND PERSONALS

The National Forensic League, which holds its annual convention at Pepperdine College Campus, Los Angeles, California June 25-30, 1951, is limited to 600 chapters. Its present enrollment is 596 chapters. This will be the second National Convention the NFL has held in Southern California, Beverly Hills High School being the previous host.

A Speech Conference for improving class room Speech Education was held at Ontario, California, at the Chaffey College, February 24th. The chief speakers were Dr. Elsie Hann and Dr. Waldo Phelps, of U. C. L. A.

The Speech Department of Ohio State University, Columbus, O., will hold its annual Parliament of the States, July 5-7, 1951. The National High School subject will be discussed. There will be a debate on the Welfare State and an extempore speaking contest.

On Saturday, May 26, '51 three colleges and nine high schools of the San Francisco Bay region met in Conference at the University of San Francisco to discuss the problems of high school speech tournament competition. They passed the following resolutions:

1. That entrance fees for tournaments should be abolished.
2. That high school students should never be used as judges in high school tournaments.
3. That high school coaches should not be used as judges.
4. That schools which do not preregister should not be allowed to enter a tournament when they appear on tournament day.
5. That debate tournaments be limited to debate, extempe, impromptu, and oratory; and that other individual events be held on separate days.
6. That tournament committees should adopt the NFL cross-examination debate, but permitting the use of two-man teams.
7. That a student congress should be held during the school year.
8. That tournament committees should not hold up tournaments for late arrivals, but should proceed, allowing late comers to enter after forfeiting rounds missed.

A discussion of judging standards and competence got nowhere and was tabled. St. Mary's College announced a conference early in the Fall to consider the problems of the coming season.

ABOVE: The 86th anniversary commencement at Ottawa University was held on campus for the first time in many years. A recently completed field house was converted into a dignified hall for the graduation ceremonies for the 97 seniors who received degrees. Featured during the exercises were the presentations of two honorary dgrees. One of these went to Dr. E. R. Nichols, head of the Speech Department at the University of Redlands, and a former professor at Ottawa. He was awarded a Doctor of Laws degree in recognition of his service in development of speech education and activities throughout the nation. A Doctor of Education degree went to F. Floyd Herr, of the Kansas department of Public Instruction in recognition of his efforts in raising Kansas certification standards to their present high level. At the left in the picture, Dean W. D. Bemmels fits the degree hood to Dr. Nichols' shoulders just after Dr. Andrew B. Martin, president, read the citation at the rostrum.

The Administration building is the center of educational life at Ottawa University. The structure was first completed in 1902. But it burned on the eve of its first use. However, it was rapidly rebuilt. It was in this building that Pi Kappa Delta had its beginning.

What Deans Say About Activities in Speech*

By Elbert W. Harrington**

FOUR main questions, among the many that could be raised, may be discussed with profit at a meeting such as this. First, has the development of types of extracurricular activities in speech kept pace with our best thinking? Second, have we overemphasized the contest element? Third, are we ready for a new deal financially for the support of extracurricular activities? Fourth, are we transporting both ourselves and our students about the country too much and under the proper conditions? All four questions rest on the assumption that extracurricular activities have a legitimate role in our educational scheme, a point which will not be raised unless the panel cares to do so. The discussion will also be slanted toward the forensic part of our program, unless the panel cares to raise other issues.

Types of Events

First, what about the types of events? In the very early days — really not too long ago—when extracurricular activities began to replace the work of literary societies, the events most common were debate and oratory. At the beginning oratory was quite likely to be declamation; later it came to be original. In most colleges these two events for years occupied the stage; in a few colleges they still remain the principal types.

Some twenty-five years or so ago colleges began daringly to experiment with extemporaneous speaking and liked it. Debate went through many minor developments, from the old Oregon Plan to dozens of other plans, but it remained and still remains essentially debate. Under the influence of men like H. A. Overstreet, discussion took on significance, and for the last ten or fifteen years this event has been given a place in our tournaments or conferences. With the advent of radio, radio speaking was added to the general agenda, perhaps without too much success, generally speaking. After-dinner speaking is fun, and ways were gradually found to add it to contest events. The parliamentary or legislative conference was also added. Over the country there have been minor variations, but the above represents the pattern of colleges as a group. To the high schools were left, in addition to many of the above events, the humorous readings, the dramatic readings, declamation oratory, and poetry reading.

The main argument at present is about the role of discussion. Is it being emphasized enough, and is it being emphasized in the right way? The report of the Contest Committee of the North Central Association will be discussed in more detail later on the program, but some of the ideas may be discussed at this point. The crux of this whole report as it applies to speech is that discussion is not being sufficiently promoted by speech teachers. Let us leave out the negative criticisms of debate and oratory, which make some of our folk see red, and simply read the positive portions of the report as it applies to discussion:

> "It is rather commonly felt that the success of a democratic form of life is dependent to a great extent upon the intelligent study and exchange of ideas of persons within groups . . . Deliberations on a highly intellectual plane should be more prevalent than they are in the solution of community, national and international problems. Intellectual provincialism can be greatly reduced by encouraging students to seek solutions to recognized problems not only between schools and states, but between nations . . . It is recommended, therefore, that the emphasis in secondary education be placed upon the ability to conduct oneself intelligently in group discussions. Emphasis should also be placed in teaching pupils to be able to convey verbally their thoughts in a group or before an audience, but not to win a point or attain an emotional victory."

Does anyone object to such a statement? Most of the reactions to the report, printed and oral, which have reached me so far have been in the nature of defense of debate and oratory. Let's forget that and concentrate on discussion. Do we emphasize it enough? In my opinion, we do not. A very few of our speech conferences give primary emphasis to discussion; a larger number include it in the program, and some cling exclusively to debate. That is the college picture. My observation is that high schools over the country have not caught up even to this program.

The reasons are not too hard to understand. Many of our speech folk were brought up in the old tradition. Discussion is very difficult to understand and appreciate. In my experience it has taken as long as four years for die-hard student debaters to convert themselves to discussion. Older dogs find it too hard to learn the new tricks. In addition, organizations have been set up to service the older events. It is hard to make a place for the new types. We have been too much afraid of destroying a working organization before we were sure that the new could be adapted to inter-school contests.

In conclusion of this point, I want to present these ideas to the panel for further enlargement: (1) Discussion is peculiarly adapted to meet the needs of a democratic society. It develops the proper attitudes of problem-solving, of cooperative contribution to this end, of emphasizing points of agreement rather than of disagreement. It gives training in a form of speaking which is used by all of us; it is training for the masses as well as for the leaders. (2) Discussion fits into the scheme of inter-school conferences. For years I have made it a point to ask students at the conferences how they liked discussion. My experience is that those who have been brought to discussion with an open mind like it. (3) Discussion fits the needs particularly of the small school and especially the small high school. For years I was director of the Colorado State Debating League. I have also worked closely with the South Dakota League. My experience is that there is a quite limited participation in debate. Strong schools drive out weak ones. Small schools with changing teachers and poor libraies, have difficulty competing. They are not particularly interested in B or C, or Pansy, or Daisy leagues. I have always thought these schools could compete in discussion: the

*This paper was presented at the SAA convention in New York.

**Elbert W.. Harrington is Dean of the College of Arts and Science, and head, Dept. of Sneech, University of South Dakota. He is a past national officer of Tau Kappa Alpha.

competition is on an individual basis, and there are bright boys and girls in these schools. Remember that we are a country folk; the vast majority of the high schools in our country are 5-6 teacher schools or below.

Has the development of these events or types kept up with our best thinking? My reaction is that the observations of the Contest Committee of the North Central Association as they apply to discussion are correct. We have emphasized too much the old types of debate and oratory. We have not even begun to exploit the possibilities in discussion. It should be an easy matter, however, for each director of speech activities to analyze his own program as to the emphasis given to each type.

Contests

The second question is about the contest part of our program. Are we on sound ground educationally? On this question we have had an interesting history. At the beginning, the decision element was almost universal. In a short time, however, decisions were questioned; and ten or fifteen years ago the literature was filled with "decisions are good", "decisions are bad", "'Tis so", "'Taint so", type of arguments — we've never been too much of a research group; we've been too busy making and carrying out speech programs. Gradually we drifted into the festival idea, in part under the influence of teachers of music, until now it is quite common to operate under the rating system of Superior, Excellent, Good, Average, and possibly Poor or Unrated. In fact, Laase, of Nebraska University, a few years ago insisted that, if the object was to bring the best teams or speakers to the top, the rating system is more effective than the win or lose decision.*

So far as the secondary schools are concerned the efforts of North Central Association folk in the past were directed along the lines of control of all these multifarious activities; I am not sure what other area accrediting groups have done. Too often the local superintendent of schools was on the spot by local pressure groups. He needed help, and state committees were formed to pass judgment on a state-wide basis on types or events. So far as I know no effort was made to condemn contests because of decisions or awards. The present Contest Committee of the North Central Association has gone as far as any group in that organization. Even this Committee does not specifically condemn contests, although awards and use of awards are questioned some;** the nearest it came to condemning was to say that "The Committee can see very little good to be derived educationally from speech contests as most of them now are organized and conducted". (P. 2)

To answer fairly the question of contests requires an analysis of the whole problem of competition and its role in a society. Immediately it is apparent that there is more than one kind of competition — competition of an individual with himself as in one trying to improve his own golf score; competition of one individual with another; competition of one group with another group. The motive or motives behind such competition may be on a very high plane or a very low plane.

It is at this point that we should function as educators—what motives do our students have? If their desire is simply to beat the other fellow or other team, we have not succeeded very well as teachers. If their motives are to improve over what they have once done, to do the very best they can, we are good teachers. The same observation may be made about grades. If a student works for grades only, he is not on a high level. If grades are incidental to the larger objectives of learning, he is doing what every good teacher wants done.

Competition is a powerful incentive. Under its influence high school students can be made literally to squeal with anticipation and delight. As a rule, the more youthful the student, either in age or character, the more necessary is competition as a means of getting him to study or do anything else as unnatural. The almost universality of school grades is simply an indication of the level of incentives that must be used in our society.

So far as speech extracurricular activities are concerned the individual teacher can take two approaches. As an individual he can attempt to get his students to respond to the highest incentives—to desire to learn, to solve the problem, to be a good citizen, to make the world a better place to live in. Some teachers do not need grades to make the students want to learn Latin, mathematics, English. Some do not need decisions to make students want to learn to speak well. As a member of a group of other speech teachers the individual teacher can accept whatever system the group seems to need, but see to it that his students make the best of it. If decisions are used, they can be made incidental to the larger purposes. The good in them, and there is good, may even be capitalized. They may be used to instill sportsmanship in both winning and losing. In the last quarter of a century we have seen real progress made in sportsmanship, and speech events have helped make the contribution. In other words, we may not like decisions or grades, but we can learn to live with both systems.

On the whole, we have made progress over the years. We don't emphasize awards as much as we used to, at least not in colleges. The rating seems to be preferred in most situations to out-and-out decisions. The rating system more nearly approximates our scheme of giving grades. If the one is educationally sound, so should be the other. Just as we try to rise above the giving of grades to the larger purposes of learning, in like manner we have tried, I believe, to present speech to our students in an extracurricular way. To be sure we do not succeed one hundred percent. Even in our discussion conferences we detect the "grade-seekers", but we have them in our classes, too. We'll probably always have them. On the whole, though, the larger purposes have predominated. As I have attended speech conferences in recent years, I have, with some exceptions, come away with a feeling of satisfaction and optimism.

The University of Texas team placed first at the University of Miami (Ohio) Tournament Feb. 1-3. The University of Chicago took second place.

*Leroy T. Laase, "An Evaluation of the Quality Rating System in Measuring Debate Achievement," Q. J. S., XXVIII: 424-429, December, 1942.

**Nelson and Fest found that out of 82 colleges and universities answering their questionnaire sent to 206 schools, 45 gave awards with a median value of $105.00. Roy C. Nelson and Thorrel B. Fest, "The Financial Support of Forensics," The Central States Speech Journal, 11:30, November, 1950.

On the North Central Front*

Members in North Central schools will find the Association Quarterly for January most interesting reading. Altogether some twenty-two pages are given over to the discussion of contests. For the benefit of those who do not have access to the volume significant passages are quoted.

In an editorial entitled, "High School Contest in Better Perspective," Editor Harland C. Koch refers to the problem in these words:

"In fact, over the past quarter-century so distracting have become the insistent demands that the orderly planning of the on-going processes of the school be interrupted or set aside to accommodate special groups or interests with plans of their own, that in desperation the principals have referred the problem to agencies which could examine it in the large and apply the power of collective thinking to its solution or, at least, to its amelioration.

"But the well-tempered report . . . should evoke only a thoughtful examination of present practices to the end that discriminative selection, not the complete rejection, of contests, campaigns, and similar ancillary activities will be the adopted procedure."

Next Principal William M. Staerkel of Eldorado, Kansas, lashed out at the report itself and sets forth a brilliant defense of high school debating.

It should be read in full, but extensive quotation must here suffice.

"While much can be said in favor of many of the suggestions advanced by the Committee, the report also reveals a distinct lack of understanding as to the characteristics and value of some of the activities covered. This is especially apparent in the recommendations regarding interscholastic speech contests.

"It would seem that the Committee's version of a debate is nothing more than a series of speeches wherein the participants should plead and cry and do everything but consider the facts. Nothing could be further from the truth. Like all other educational activities, debate has evolved into something far different from what it was in its infancy. As it exists today it is a critical analysis of facts followed by a scholarly presentation of those facts.

"The Committee's deplorable ignorance of debate is most clearly seen in the statement, 'Nor is there much purpose in a democracy for formalized debate wherein parties resolve to win through eloquent presentations of a side with little if any regard to examination of the facts involved in a problem.'

This statement is certainly true, but the inference that it is descriptive of modern interscholastic debating is an injustice to both the students and their coaches. Indeed debating itself comes only after a careful examination of the facts involved in a problem. Competitive debate discourages makeshift and inadequate preparation because the outcome of such activity is inevitably defeat.

"The Committee's superficial acquaintance with the objectives of contest debating is revealed again when it claims that 'The purpose of debate is to win a point, not necessarily to arrive at a solution of a problem.'

"Winning a point is only the immediate objective of the student—not the debate, and a very excellent motivating device it is. In contest debating the student is given an immediate knowledge of results which stimulates him whether he has succeeded or failed. The immediate objective of winning the debate gives the student a goal to strive toward which assures the acquisition of certain skills which constitute the real purpose of debate.

"The primary purpose of debate then, is not to win a point, but to give a few highly selected pupils thorough training in the qualities which are necessary and desirable to democratic leadership. These skills include ability to do research, to collect and organize data, to critically weigh and evaluate facts, to think critically, to express oneself clearly and forcefully, to acquire poise and a broad understanding of social truths and issues. Contest debating is an activity designed to accomplish the above utilizing the love of youth for competitive activity.

"It is the writer's opinion that no high school should be without debate as an offering in the curriculum. It is a subject designed to intensively train a select few in the qualities of democratic leadership.

"The Contest Committee in its recommendations appears to be more of an anti-contest committee than one which seeks to formulate intelligent policies for the control of contests. The Committee can be a powerful force for good, but it can also be a force in the opposite direction. It is to be hoped that the future work of the Committee will rest more upon empirical evidence and less upon educational theorizing."

Next follows a report by several members of the faculty of the University of Illinois. The highlights of its recommendations follow:

"The extra-curricular calendar should be a laboratory in which the students supplement their classroom training with additional experience. A Debate program should be strengthened by participation in different types of debating: parliamentary, problem-solving, and cross-question debate. Such types encourage thorough preparation, on-the-spot thinking, and direct, communicative speaking. In the extemporaneous speaking event and in original oratory directors should insist that the participants have a thorough understanding of a general area before being assigned a specific speech topic within the area . . . The 'oratorical declamation' . . . . if it is to be retained, should be considered as interpretation . . . In interpretation, emphasis should be placed on perfecting the technique of reading aloud from the printed page. Such training will have a life-long usefulness to the adult citizen."

"Every school, in its speech program, should provide for at least three services: regular instruction in the curriculum; special assistance to the students deficient in any of the speech skills; and a program of extra-curricular speech activities—rewarding to the average student, therapeutic for the student deficient in skill, and of special value in giving challenging opportunities to the superior student."

At the request of the Contest Committee Dr. Karl F. Robinson of

(Turn to Page 67)

*From the Rostrum of the NFL, March 1951.

What the High Schools Are Thinking

A Poll from the Wisconsin High School Forensic Association

(Summary of the Survey on Oratory Covering 28 Schools)

From Thesis of Walter R. Smith

1. Do you believe that the conversational mode of delivery of F. D. R. or the dramatic intensity of Bryan or Clarence Darrow, or the forceful argumentative type (La Follette, Sr.) of delivery should predominate in oratory or the four-minute speech?

Conversational ....17 schools
Dramatic ..... 2 schools
Forceful ..... 4 schools

2. Do you believe that the delivery should use all three types in various portions of the speech, or should it be of one type, and which is that?

All three .....19 schools
Conversation ..... 3 schools
Forceful ..... 3 schools

3. Do you believe the appeal of an original oration or four-minute speech should be persuasive and psychological in the main or logical and based on the evidence?

Persuasive .....11 schools
Logical ..... 9 schools
Both ..... 4 schools

4. Have your most successful four-minute speeches been reports, appeals for action or change in policy, or straight argumentative speeches.

Reports ..... 3 schools
Appeals .....19 schools
Argumentative .... 3 schools

5. In your contest speeches, do the students plan their bodily action (gestures) ahead of time or is it spontaneous?

Preplanned ..... 8 schools
Spontaneous .....17 schools

6. In speaking delivery, do you encourage your students to turn the head slightly from side to side for audience-eye contact, or do you encourage sustained eye contact with one portion of the audience at a time for a paragraph or more?

Head movement ..17 schools
Eye-contact ..... 9 schools

7. Do you emphasize friendly appeal, smiling charm and informal posture in your oratory coaching, or a serious, sincere, forceful approach, or a combination of the two?

Friendly Informality .... 1 school
Serious Forcefulness .. 6 schools
Combination .....20 schools

8. Do you favor adult social science subjects and controversial questions for your original oratory and four-minute speech topics, or subjects closer to the student level such as proselyting in athletics or topics such as "Should I Choose Teaching as a Career?"

Adult topics .....16 schools
Student topics ..... 8 schools
Student topics .....4 8 sc .....
Both ..... 3 schools

9. What is the source of most of your oratorical declamations?

State Ass'n. .....16 schools
Edna Means Co. .. 2 schools
Wetmore Co. ..... 2 schools
Own Cuttings .....17 schools
Vital Speeches ..... 1 school
Magazines ..... 4 schools
Winning Orat. ..... 2 schools

10. Do you ever use historic classic orations such as Patrick Henry's famous speech for oratory?

Yes ..... 5 schools
No .....23 schools

11. In the student's writing of the original oration or the four-minute speech, do you correct the script and make helpful suggestions?

Yes ....27 schools
No ..... 1 school

12. Do you feel that girls are at an advantage or disadvantage in oratory contests?

Advantage .....12 schools
Disadvantage .....12 schools

13. Which qualities do you look for in your orators.

Excellent pitch quality and flexibility of voice .....15 schools
Good enunciation ..... 9 schools
Impressive appearance ..... 5 schools
Intelligence .....12 schools
Graceful bodily action 9 schools
Sincerity .....21 schools
Good rate and Friendly charm ..... 3 schools
inflection .....11 schools
Sense of timing ..... 1 school

14. Do you feel that the standards for judging the four-minute speech should be the same as that of the original oration, other than the time element?

Yes .....18 schools
No ..... 8 schools

15. What changes would you recommend for the oratory, original oratory, or four-minute speech contests?

No change .....14 schools
Other comments:
Small contest rooms.
Separate contests for girls.
More emphasis on composition and dramatic appeal.

16. What changes would you recommend in the judging or criteria for judging in oratory, or the four-minute speech contests?

No change .....19 schools
Other comments:
Set up definite judging criteria.
More emphasis on originality.

17. Do you encourage the use of:

Word pictures .....15 schools
Parallel structure 9 schools
Dramatic climax ..20 schools
Narrative .....11 schools
Statistics ..... 7 schools
Quotations of authority .....13 schools

18. About how many times do you listen to each speaker in the coaching process?

Fifty ..... 1 school
Twenty-five ..... 8 schools
Fifteen ..... 9 schools
Ten ..... 8 schools
Five ..... 1 school

19. Do you feel that the American Legion Original oratory contests on the Constitution with its limited subject and twelve-minute time limit has helped or hindered oratory in your school??

Helped .....10 schools
Hindered ..... 3 schools
Neither ..... 2 schools
Not participating 13 schools

20. Do you believe that the oration should affect the audience with emotional empathy, that is, it should quicken the pulse and thrill the listener, or should it be a straight-forward logical speech with the attempt to convince the listener based on evidence only?

Emotional empathy ....14 schools
Logical ..... 6 schools
Both ..... 8 schools

21. Do you believe that in Original Oratory and Four-minute Speech contests we need to place more emphasis on composition as a basis for judging to avoid the wild harangues and many cliches we frequently hear now?

Yes .....28 schools
No ..... None

News From Forensic Honor Societies

TAU KAPPA ALPHA

The Tau Kappa Alpha Honor society continued its Speaker-of-the-Year Awards at its annual convention this year. Five awards were given upon the recommendation of the TKA National Board of Awards, headed by Professor W. Charles Redding of the University of Southern California. The chapters of the order submitted the nominations, which the Board sifted and made the final nominations at the national conclave. The following men were honored: Senator Paul H. Douglas, for participation in National Affairs; Dr. Ralph J. Bunche, for prominence in Educational, Scientific and Cultural Affairs; Mr. Paul G. Hoffman, in the Field of Business and Commerce; Mr. Walter P. Reuther, in the field of Labor; and, the Rt. Rev. Msgr. Fulton J. Sheen, in the field of Religion.

Thirty-six chapters of Tau Kappa Alpha attended the annual convention and took part in the debate and discussion tournaments. The University of Florida's new chapter was installed and a large class of initiates was given the ritual.

Tau Kappa Alpha is installing a new chapter at the New York State College for Teachers at Albany. The faculty adviser is James W. Stutt and the chapter president Thomas Godward. The new chapter will be assigned to the New England Region, which meets next November at the University of Vermont.

A debate tournament, a congress, and a discussion contest were held at the national convention, which met with Lincoln Memorial University at Harrogate, Tennessee, March 15-17, 1951. Forty-four students participated in discussion, of which the six rating highest won plaques for their colleges. Ten participants were chosen from the Congress for highest rating.

In debate the colleges sending two teams were placed in one division and the colleges sending one team were placed in another. The University of Vermont rated highest in the two-team division and the University of New Mexico won in the single team division.

The University of New Mexico team, pictured above, was composed of Glen Houston and Harold Brock.

University of New Mexico 1951 Debate Team

They went through the National Tournament undefeated and won the exhibition debate between the winners of the two divisions. Later they represented their University at the West Point National Tournament.

The teams from the University of Vermont and Case School of Applied Science each won nine debates and lost one each. The convention was held with the Lincoln Memorial University at Harrogate, Tennessee.

DELTA SIGMA RHO

The Fifth National Congress of Delta Sigma Rho was held April 12-14 at the Congress Hotel, Chicago, Illinois.

The main problem considered was — What legislation should be enacted regarding the United States Foreign Policy?

After the convention sessions, a banquet was held on Friday evening, Dr. E. C. Buehler, president of Delta Sigma Rho, was toastmaster.

PI KAPPA DELTA

The biennial national convention of Pi Kappa Delta was held at Stillwater, Oklahoma, the last week in March. The convention was well attended and resembled greatly the pre-war conclaves of yesteryear.

Contests in Debate, Oratory and Extempore Speaking are held at the Pi Kappa Delta National Convention. There is a large participation in each event. Championships are not awarded, but the highest ten percent receive Superior rating in each contest. Men's and Women's contests are separated. The official list of Superiors, Excellents, etc., appears in the May issue of **The Forensic.**

Pictured above Prof. Roy D. Mahaffey, of Linfield College is receiving the congratulations of Dr. E. R. Nichols, Founder of Pi Kappa Delta, and one of his former students, now coaching forensic events. They are Charles Masten of Emporia (Kansas) Teachers and John W. Ackley, of San Diego State Teachers (Calif.)

Prof. R. D. Mahaffey, of Linfield College receiving the Gavel of newly elected President of Pi Kappa Delta from National Founder of the order, E. R. Nichols, of Redlands; Dale Purcell, of the Alpha chapter at Ottawa University observing with congratulations.

Dr. Nichols with three of his debate coach understudies. (R. to L.): Masten of Emporia; Nichols of Redlands; Ackley of San Diego; and Purcell of Ottawa

Book Reviews

Edited by EGBERT RAY NICHOLS, Jr.

ESSENTIALS OF COMMUNICATIVE SPEECH

Oliver, Dickey, and Zelko

The Dryden Press, New York
1949, 338 pp.

The authors have set down as their purpose in this volume to present a text, which, without being reduced to the skeletal form of a handbook, would present the bare minimum of essentials for the study of public speaking. To accomplish this aim eleven factors in the speaking situation were chosen and each was developed to chapter length. The result is a volume of 338 pages, certainly briefer than many college texts, but considerably longer and more fully developed than the average handbook.

The preparation of the speech is covered in four chapters, the first concerning the student's resources for speaking; the second dealing with the preliminary planning of the speech; the third considering the methods of organizing the speech; and the fourth devoted to the development of materials for supporting the ideas.

These chapters contain the traditional concepts of preparing a speech set forth in language aimed directly at the student. The physical aspects of the speaking situation are contained in chapter five, "Presenting the Speech." That this material is contained within sixteen pages should indicate that the emphasis of the book is on thought, content, organization, and appeal, rather than physical techniques.

Three chapters are devoted to the speaker's purpose and the methods of audience motivation. The first of these is a chapter which discussing rather generally the principles of influencing the audience with attention to ethical considerations, the psychological principles of the audience-speaker relationship, and the basic appeals. The remaining two chapters of this section are devoted to the specific techniques of informing and of persuading the audience.

In addition to these eight chapters which cover what must be construed as the authors' concept of the minimum essentials of speech making, chapters have been added on

E. RAY NICHOLS, Jr.

"Effective Listening," "Using Visual Aids," and "Discussions, Conferences, and Meetings." Considering the purpose of the text there might be some question as to whether these chapters should have been included, but there is little doubt that they add to the effectiveness of the book.

The text is well written, illustrated with photographs which place the emphasis on informal style, and is sprinkled with effective examples of public speeches. A unique inclusion is the text of a speech illustrated in the margin with the appropriate visual aids.

THE NEW TRAINING FOR EFFECTIVE SPEECH

Oliver and Cortright

The Dryden Press, New York,
1951. 563 pp.

The appearance of the revised edition of **The New Training for Effective Speech,** under the guidance of Robert T. Oliver and Rupert L. Cortright, makes available a most attractive and complete text for the course in public speaking. In terms of the **Essentials of Communicative Speech,** also reviewed in this issue, and in which the hand of Oliver also appears, one might say this text is the big brother. What is left out of smaller book appears in this one.

The physical aspects of speech which were condensed to sixteen pages in the **Essentials of Communicative Speech,** here receive eighty pages and the distinction of forming part four of the book. Material on speech in group situations is enlarged to include conversation, parliamentary practice, and debate, as well as public discussion. Representing types of speaking covers twice the area of the smaller book, including speeches of inspiration, entertainment, and special occasion, in addition to information, conviction, and persuasion.

Despite this comparison of the two books, it should be realized that their differences are not confined to what is included and what is not. The presentation of subject material differs in each case, with a fuller presentation, of course, to be found in the Cortright-Oliver revision. The philosophy is the same, but the approach, the presentation varies in each case.

The New Training for Effective Speech covers exceedingly well the entire area of the public speaking course, leaving out only one phase of the speaking situation, that of reading aloud. Chapters entitled "The Role of the Listener," "Speech and You," "Adapting to the Audience," and Developing a Speech Style" deserve special commendation. The chapter on organizing the speech seems a bit limited, somewhat less comprehensive than it might be. It faces the student with the problem of organizing the entire speech in one movement, proceeding from introduction through conclusion rather than supplying him with the necessary individual components of organization, step by step, as he needs them.

By and large, the volume is an excellent one and should attract a large following.

THE INVESTIGATING POWERS OF CONGRESS

Compiled by Julia E. Johnsen,
The Reference Shelf, vol. 22, no. 6.
The H. W. Wilson Co., New York
1951. 281 pp.

A set of books which should be of exceptional value to future historians as well as to the speech student

is the Reference Shelf for it collects in each volume a selected cross section of opinion on a current controversy. Volume six comes at a time when public interest in its subject has reached a new height. Should anyone in the future wish to know what was said about the investigative powers of Congress in the forties and fifties, he will find it conveniently arranged for him in this book.

The hearings of the Kefauver crime investigation, the probe of un-American activities by the House committee, and even more spectacular, the Senate investigation of the President's dismissal of General McArthur have stimulated many questions concerning the methods and objectives of Congressional investigation. Citizens from all walks of life, gamblers and lobbyists, actors and generals, have appeared before the federal legislative committees. All citizens know, or should know if they don't, that it can happen to anyone. Even one president, Woodrow Wilson, at his own request, appeared before the Senate Foreign Relations Committee to answer questions concerning the Treaty of Versailles and the League of Nations.

Congress holds its hearing in accordance with its traditional rights, that in order to legislate it must be informed, in order to appropriate it must judge the efficiency of the executive departments, and in order to meet its obligation as the representative of the people it must keep them informed and allow them to advise or protest before a committee.

The present volume compiles the recent arguments over the methods being used by the various committees. The problem is attacked generally in the first section of the book where methods and results are considered. Some pertinent and outstanding investigations of the past are surveyed in the collected articles forming the second division. and in the third section the spotlight is turned on recent investigations.

With the historical and informative material digested. the reader may understand more easily the need for the last section which includes the proposed reforms in investigative procedure.

The Fourth Ohio Conference for Speech Education will be held at Ohio University, Athens, O., on Oct. 6, 1951.

Debate Techniques

Edited by MALCOLM SILLARS

TOWARD A SOLUTION TO THE PROBLEM OF DEFINITIONS

FRED J. BARTON
Head Department of Speech
Abilene Christian College

The passing of summer and the coming of the fall season brings frost to the pumpkin and fodder to the shock. But that is not all it brings. September next will find hundreds and thousands of high school boys and girls and college men and women debating some resolution proposing that some aspect of our socio-politico-economic structure SHOULD be changed. And without doubt many of those debates will degenerate into futile quibbling over the meaning of the term SHOULD. They need not, however, and this little essay is written in the hope that a few affirmative and negative speakers may read it and find its suggestions mutually acceptable and helpful.

The quibbling of which I speak usually comes from the use of one or both of two extreme definitions of the term SHOULD in debating propositions of policy. An affirmative speaker, with or without malice aforethought, might define the term as meaning merely "would be beneficial," refusing to accept any responsibility for showing the practicability of the proposal. A negative speaker, on the other hand, might define the term so as to require the affirmative to establish the probability of the proposal. The first definition is invalid because it lifts debate out of the realm of reality and transports it into a misty land of theory and speculation, giving the negative nothing really tangible to refute except the issue of need. The second is unacceptable because it imposes an impossible burden upon the affirmative. A proposition of policy should advocate "a change from the existing order or, in rare cases, a continuation of the existing order if it is clear that the overwhelming sentiment of the audience is opposed to the status quo. Speakers opposed to the proposition should have a majority of the audience on their side before the argument starts" (Baird and Knower, General Speech, p. 354). The natural burden of the affirmative, therefore, is that it supports a minority idea. To increase this burden by requiring the affirmative to prove that their minority plan "probably will" be put into effect is to give the negative an unfair advantage. Nor is such a burden required of speakers in real-life deliberative assemblies. Furthermore, in school debating the "possibility" of the proposal should not enter into the discussion. It is the responsibility of the framers of the question to select a proposition that is possible. If this is not done, debating becomes merely an exercise in mental gymnastics and has no real educational value.

It is obvious that the introduction of these extreme definitions into a debate may easily lead it into a useless wrangle over the nature of the burden of proof. Let me illustrate. Some of you may remember that a short time ago we debated a proposition which affirmed World Federation as the cure for our international ills. In the debates of that year too many affirmative teams based their case upon a list of theoretical benefits expected to derive from such a federation. They refused to accept any responsibility for the practical obstacles which might prevent those benefits. But too many negatives insisted that the affirmative establish that the nations of the world, particularly Russia, probably would enter into such a federation. This was equivalent to rephrasing the proposition to say that the nations of the world "not only should but probably would" enter into a federal union. Surely there is no one who really believes the affirmative has such a burden. Should Edmund Burke in his speech on Conciliation of the American Colonies have gone on to show that Parliament probably would conciliate? Should Andrew Johnson in his "Swing Around the Circle" have argued that Congress probably would support his and Lincoln's plan for the reconstruction of the South? Was Woodrow Wilson in the great Wilson-Borah debate obligated to prove that Congress probably would vote for the United

States to enter the League of Nations? . . . Nor is the affirmative in any debate on policy obligated to show that its proposal probably will be put into effect.

Definitions of terms must be mutually acceptable to both sides in debate, and, generally speaking, thorough study and clear analysis will lead separate students to equal or near-equal conceptions of the meaning of terms. It should be considered unethical to make definition of terms a matter of tactics, and no affirmative or negative speaker should insist upon a definition he would be unwilling to accept were he defending the other side of the question.

How, then, might the term SHOULD be defined so as to point up the real issues of the proposition and to give neither side an unfair advantage? By defining the term in debate as one would define it in any other similar situation, to mean that the proposal is needful, that it would probably be beneficial, and that it gives evidence of being a feasible plan. The affirmative must accept its rightful burden of establishing the practicability or workability of its plan, but the negative has no right to ask that they go further and establish that their plan probably will be put into effect.. More properly, the negative should grant that the proposal could and even may be put into operation, but that it would not be a feasible or workable solution.

If the affirmative and negative debaters over the land (and the teachers who put ideas into their heads) would accept these suggestions and define their terms accordingly, it is my firm belief that many futile wrangles would be replaced by direct clashes on real issues, to the mutual satisfaction of both the debaters and the longsuffering critic who would otherwise have the unhappy task of scoring the "wrangle" on a rating sheet intended for debate.

The January issue of the Speaker of Tau Kappa Alpha lists 186 members of that honor society that are listed in the 1950-51 Who's Who in America. This is very good proof of the statement recently made by H. W. Wilson Co., that the debaters are the group most likely to be selected for the pages of Who's Who.

NORTHERN CALIFORNIA FORENSIC ASSOCIATION

Preparing for a recent radio discussion of fraternities and sororities are Michael Griffin, of the San Francisco City College Speech Department (standing), James J. Murphy, of Saint Mary's College, and Bill Dorais, of KCBS, producer of the radio series. (Seated) The students on the Northern California Forensic Association program are: Bill Johnson, San Jose State College; Katherine Sproul, San Jose State College; Bob MacMahon, California; Don Kircher, San Francisco State College; Bob Rankin, Santa Clara.

By FRANK J. KIELIGER,
Secretary of the St. Mary's Speech and Debate Society

During the college year just passed beginning in October '50, the colleges of Northern California have formed a Forensic Association. The membership now numbers the following colleges: College of Pacific, Stockton College, St. Mary's College, Univ. of California, Santa Clara College, Marin Junior College, Univ. of San Francisco, San Francisco City College, San Francisco State College, San Jose State College, and Stanford University.

At the last meeting of the NCFA, which was held at Longbarn in Palo Alto, events of the past year were discussed and plans for the future projected. Mr. Murphy, chairman for the day, read a letter from station KCBS in which they proposed the following changes in the University Platform.

1. That a permanent moderator be used;

2. That some of the programs be held before audiences;

3. That about two of the programs have both student and faculty representatives.

After a few words by Mr. Hayes, of KCBS, the discussion of the proposed plans was open to the general meeting.

Dr. Britton asked for the viewpoint of the station in asking for a permanent moderator. Bill Nietfeld, of KCBS explained that the station was not insisting on this idea, but felt that it would add continuity and professionalism to the show.

In answer to the question of the station providing a moderator, it was felt that the schools should submit names and auditions would be held, but that the station would not provide a moderator. Mr. Wilson pointed out the burden placed on one person preparing to moderate these programs each week. The matter was referred to the committee, to be worked on during the summer.

Mr. Murphy asked if the program would be possible and the answer was that to the best of the knowledge of the station, the program would be permanent. It was felt that the more controversial the top-

ic the better, and that the degree of analysis should not be much deeper than it was this year, because of the audience and the time factor.

It was felt by the station that the moderator should be prepared to lead the discussion in the right direction. It was also announced that at the beginning of the series 2.3 out of 100 families listened to the show, but at the end of the series this was up to 2.8, which is extremely high for a show of this nature..

It was asked whether the audience for the program would be an outside or student audience. A college audience was decided upon but the number of programs before audiences would depend on the facilities of the station. The answer to the question of audience participation was left up to the committee to decide.

It was explained that the program had unlimited possibilities and that the colleges should put forth a plan of their own and that the station would cooperate.

It was agreed by the group that they would make tentative plans for the fall, under the assumption that other schools would follow such plans.

The final discussion of the evening was on the name of the association. Dr. Britton asked if it hadn't been the Northern California Coach's Association. It was explained by the chair, that the official name of the association is the Northern California Forensic Association (NCFA).

One of the most active high school Leagues of the country, according to the Newsletter of the Ohio H. S. Speech League, is the Greater Cincinnati Speech League. This league is composed of the following secondary schools: Hughes H. S.; Mother of Mercy H. S.; Wyoming H. S.; Purcell H. S.; St. Xavier H. S.; Hamilton H. S.; Regina H. S.; and St. Joseph Academy.

Another High School League which also has an active annual program is the S. C. D. L. (The Southern California Debate League), composed of the high schools of Southern California, especially the high schools of Los Angeles County. This is the group which will join Pepperdine College in entertaining the National Convention of the National Forensic League June 25-30.

FIFTH ANNUAL WEST POINT TOURNAMENT

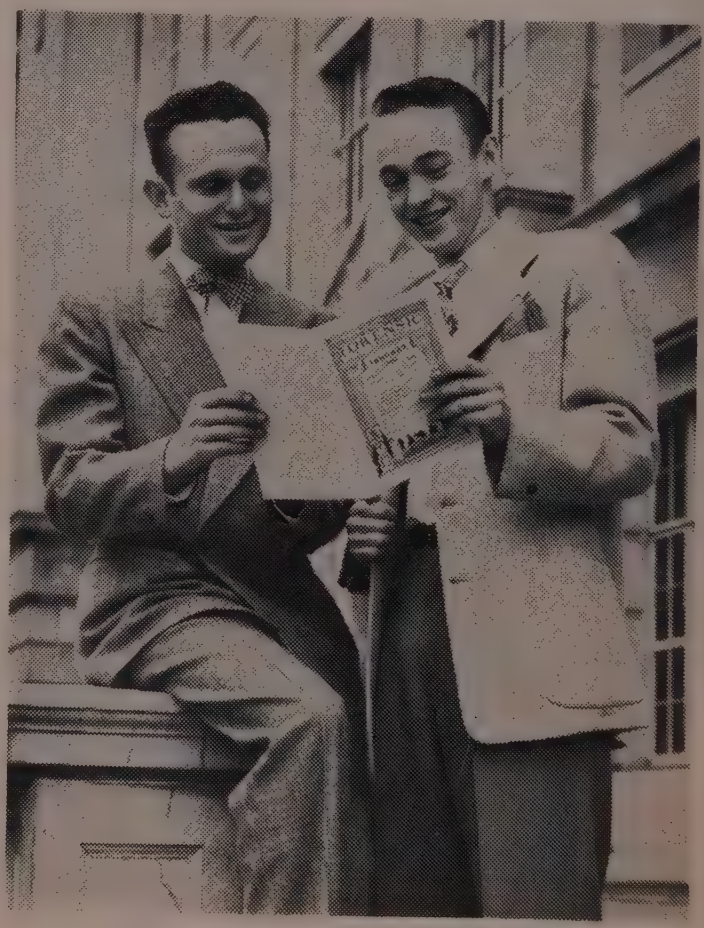
The fifth annual West Point Tournament was won by the team from the University of Redlands, Redlands, California, composed of James Wilson and Holt Spicer. Out of the twelve rounds of debate, the Redlands team lost one decision.

The final debate was with the team from Kansas State Teachers College (Emporia), coached by Charles Masten, a graduate of the University of Redlands, who prepared for forensic work under Dr. E. R. Nichols, the coach of the Redlands team and Editor of this magazine. There were nine judges, who divided on a two-to-one basis, the vote being six to three for the Redlands team.

One of the most interesting features of the affair was that Coach Masten prophesied over a month before when these teams met at the Savage Forensic Meet at Durant, Oklahoma, and at the Pi Kappa Delta convention at Stillwater that they would meet in the finals at West Point again.

Wilson and Spicer are juniors, and this was their second appearance at West Point. Last year they went out in the ninth round after achieving a record of 6 wins and 2 losses in the first eight rounds. Barring uncontrollable events, they plan to defend their title at West Point again next spring.

In addition to winning the Sigurd Lamond trophy cup, Wilson and Spicer received a rating of first and second as debate speakers from the judges of the first eight rounds at West Point. They are pictured below with the watches presented by West



James Wilson and Holt Spicer, the Redlands Team

Point for their speaker ratings.

Wilson and Spicer are the first Westcoast team to win the annual National Tournament at West Point. In the first year of the tournament, towever, the team from the University of Southern California, Grover and Kerfoot, was runner-up.

We are presenting below the interesting figures and features of the West Point National.

The Annual Winners

First, 1947, Southeastern Oklahoma (Durant); second, University of Southern California.

First, 1948, Denton (Texas) State Teachers; second, University of Florida.

First, 1949, University of Alabama; second, Baylor University.

First, 1950, University of Vermont; second, Augustana College (Ill.).

First, 1951, University of Redlands; second, Kansas State Teachers (Emporia).

Record of District Winners:

1947: Southeastern Oklahoma — Southwest.

1948: Texas State Teachers (Denton) Southwest.

1949: University of Alabama, South.

1950: University of Vermont, (New England).

1951: University of Redlands, West Coast.

NEWS NOTES AND PERSONALS

The Western Association of Teachers of Speech will meet Nov. 22-27 at San Jose for their annual convention.

The Colorado High School Speech League held its annual spring festival on the campus of the University of Colorado at Boulder. Two hundred and twenty students from twenty-four high schools attended and took part in the various contests in debate, reading, radio, extempore speaking, oratory, etc. A critics symposium was held on "What I consider Superior Debating", in which the Class A debate judges took part, speaking two minutes each.

DePauw University held its annual one-day debate tournament February 17. The team from Principia and the DePauw team were undefeated after four rounds. The Plaque was given to Principia as the host was considered ineligible for the award.

Capital University displays a record for the past season of ten tournaments, 108 individual debates, of which 90 were decision affairs. Capital held both the Men's and Women's Ohio State finals, their women's team winning the state championship.

Among the interesting high school state news bulletins that reach us are: Forensic News of the Michigan High School Forensic Assn.; Newsletter of the Ohio High School Speech League; Newsletter of the Wisconsin High School Forensic Ass'n.; Minnesota State High School League Bulletin.

One hundred and thirty-six Wisconsin high schools engaged in debate in the state system during the past season. This is a gain of seven high schools over the previous debate season..

The Redlands winners at West Point receiving watches for the rating of first and second debating speakers at the end of eight rounds. (R. to L.): Holt Spicer, Coach E. R. Nichols, and James Wilson.

Kansas State Teachers (Emporia). Coach Charles Masten, standing. The West Point contenders in the final against Redlands on the right. (L. to R.): Bob Howard and Bob Kaiser.

Editorials and Comment

PUBLICITY

In this number Professor Austin J. Freeley in his article on page 43 raises an issue important to debating and Speech Activities — Public Relations. Using the text of the NCA affair, in which music, art, and speech were attacked for using contests, and athletics were sycophantly lauded for doing the same thing, he raises the question of how to get for forensics the interest and good will that the American public gives college athletics and high school athletic contests.

To him it seems to be largely a matter of publicity and definite attempts to reach our proper public. He feels that we have been remiss in reaching our public, largely because of our own lack of exertion. Perhaps he is more in the right than many of us would be willing to confess. We have been prone to regard the matter in a different light and to place the blame upon the fact that the public is instinctively more interested in athletics than in debating and discussion of public problems by students. Are they? It may be true that the public is more interested in athletics than in public affairs and in intellectual discussions of public affairs, but it may also be true that large sections of the public are more interested in public affairs and intellectual discussions of them than they are in athletics. Have we made an adequate attempt to reach this public? A frank and honest answer from most of us is: No, we have been too busy.

Not many of us as actual teachers and coaches of forensic events have had to do our own writing and journalistic publicity. In most colleges there is a group which takes care of the reporting of college events—and this includes forensic events. In spite of our negligence and indifference, this group usually gets the news and does report the forensic events. It is not the local publicity need that is worrying Mr. Freeley. What he wants is to mold a national and general recognition of the importance and value of high school and college forensic activities as we have in athletic affairs.

Many of us can remember when

there was a big attack on football. There was a group in this country which seemed determined to get football abolished. The main point of attack on football was its physical danger to youth—the deaths and accidents the season brought forth. The football authorities worked hard and intelligently over the rules of football to evolve the game into a better and safer event. They succeeded. Today, there is little agitation such as there was a generation ago to abolish this grand and manly sport.

Could it be that the attack upon debate we have been undergoing now for about two decades is a manifestation of something similar—an attack upon a virile and significant activity—just because it is a significant and virile activity and equips youth with a knowledge of public affairs and how to deal with them. Maybe this attack is an acknowledgment of the importance of the activity. Maybe that is why the NCA affair arose. Maybe such opposition to a valuable method of education—debate or disputation—will die out as did the opposition to football. Maybe it will grow much worse before it is vanquished.

At least we know one thing. The debate coaches in high schools resent being pushed around, and the college coaches lined up behind them to give support practically to a man. In other words the profession will fight if attacked.

The question before us as a profession is how to fight our cause effectively. The goal of getting firmly established before the public in general is recognized. The friendship and willingness of the journalistic group in the average school and college to help us is also apparent. What we really need is some centralized bureaus of information active in the behalf of forensic activities.

Professor Freeley intimates that the newly formed American Forensic Association—a national organization of the Speech teachers interested in Forensic events—is preparing to launch just such a central committee. That is good news. When we get to the place where we recognize the advantage of having a branch of this Central Publicity Committee in every section of the country, and when we as individual teachers and participants in forensic events keep these Publicity committees informed right up to the minute, then we shall have a chance to reach the public that is interested in what we do.

Local publicity is not enough. We need national publicity. We need someone to write forensics up for national magazines as athletics has been written up of recent years. The public is interested in education and in high schools and colleges and what they do.

What we really need is writers with the courage and audacity to put forensic activity over in a big way. Let us welcome the new move for the AFA Committee to represent us, and let us do our part to cooperate.

EASTERN FORENSIC ASSOCIATION

The Annual Meeting of the Eastern Forensic Association was held in the Hotel Kenmore, Boston, in connection with the meeting of the Speech Association of the Eastern States.

One of the principal items before the meeting was a discussion on the report of the Committee on An Eastern Tournament.

On the basis of a survey conducted by Dr. Joseph F. O'Brien, of Pennsylvania State College, it was found that the membership favored such a tournament by a vote of 74 to 8.

Prof. Austin J. Freeley, Boston University, Governor of the EFA, has already received several firm invitations from Eastern colleges to act as host to the event.

Early in the fall, Dr. O'Brien's committee will announce tentative plans for the tournament, which will probably be held sometime in March or April.

NEW SPEECH ORGANIZATION IN IDAHO

The Speech Arts and Teachers and Directors of Idaho recently formed a state association for the promotion of a better speech arts program for the secondary schools of the state.

Regular membership is open to teachers and directors of speech arts in the secondary school system. Those from the State University and Idaho Colleges are eligible for associate membership..

The first dinner meeting of the association on February 2, in Boise, Idaho was addressed by Mr. Gerald Wallace, associate superintendent of schools, Boise, who is a former speech teacher.

The others contributing to the program of the meeting were Mallalieu A. Wilson, of Northwest Nazarene College; Lumir Gerner, of Boise Senior High School; and Asher B. Wilson, Jr., of the College of Idaho. W. C. Kauffman, of Ricks College, and Carl Isaacson, of Idaho State College were other college men who attended and participated in the discussions.

The officers of the new organization are: president, Miss Lucile Parsons, of Emmett; vice-president, Mr. Lumir Gerner, of Boise; and secretary-treasurer, Miss Kathryn Morgan, of Meridian.

ON THE NORTH CENTRAL FRONT

(Continued from Page 57

Northwestern University presents a comprehensive report on the present state of development of high school speech contests of all sorts. His recommendations would receive nearly unanimous approval of the NFL membership.

"High school speech contests are a definite part of the over-all program of speech education which we need. They serve best the purpose of training students with superior ability and interest in speech. They are in no sense a substitute for an integrated, well coordinated program of speech instruction in the secondary school on the curricular basis. Sound education philosophy does not indicate the expansion of contest programs merely to give more training to more students. The logical solution for that point is to provide adequate classroom and course work for the great majority of 'normal' students in speech who need increased proficiency, and to allow those in the special interest and ability group to be the principal recipients of further instruction via the contest programs."

The Delta Sigma Rho held its Fifth National Student Congress at the Congress Hotel, Chicago, Ill., April 12-14, 1951. The subject discussed was legislation needed to carry forward the United States Foreign Policy. The convention banquet was held on Friday, April 13.

Over forty college and university teams participated in the Montana State College Tournament April 13, 14, directed by Prof. Ralph Y. McGinnis. Debate, oratory, extempore speaking and oral interpretation were included.

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